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1913/14

Concordia College

MILWAUKEE, WIS.

1913-1914

UNIVERSITY OF ILLINOIS
JUL 1 1914
PRESIDENT'S OFFICE

"So lieb als uns das Evangelium ist, so hart lasst uns über den Sprachen halten."

—*Luther*

"It is not uncommon, nowadays, to hear objections to CLASSICAL EDUCATION, usually from those who have never had it, and declamations against DEAD LANGUAGES, usually from those who have never learned them. But the Humanists may unquestionably leave it to the Geologists to fight the battle for antiquity. These have shown us that the older the fossils the more instructive their lessons; indeed, so much importance is attached to ancient animal life that the national government, with great liberality, encourages its study by promoting explorations, museums, and costly publications. Be it so; but let not the nation which does this forget that *the oldest literature is not old or dead, but fresh and living* in comparison with the bones of the cave dwellers, and that though a megatherium is wonderfully instructive, an ancient Epic or a Drama is not unworthy of attention."—*Daniel C. Gilman.*

"The ARTS and SCIENCES may sustain no greater injury than when youth is not properly trained up in GRAMMAR."—*Philip Melanchthon.*

"THE ENGLISH LANGUAGE, which has produced and nourished with its milk the greatest of modern poets, the only one who can be compared with the classical poets of antiquity (who does not see that I am speaking of Shakespeare?) may of good right be called *a universal language.*"—*Jacob Grimm.*

"Now unflexible and unyielding, like the spruce tree of his native soil, now soft, like the smooth outlines of the tender birch; now firm and gnarled, like the oak tree in the Teutonic forest primeval, now mild, like the sweet-smelling linden—such is the GERMAN, such, too, is his LANGUAGE; a precious kernel in a rough shell."—*Oscar Weise.*

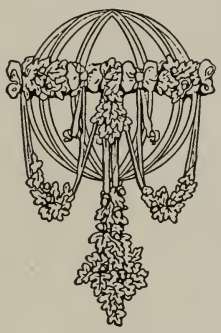
"Assuredly one fact which does not directly affect our own interests, considered in itself, is not better worth knowing than another fact. The fact that there is a snake in a pyramid, or the fact that Hannibal crossed the Alps by the great St. Bernard, are in themselves as unprofitable to us as the fact that there is a green blind in a particular house in Threadneedle Street, or the fact that a Mr. Smith comes into the city every morning on the top of one

Catalogue

of

Concordia College

MILWAUKEE, WIS.



ISSUED AT THE
END OF ITS THIRTY-THIRD YEAR, 1913-1914
PUBLISHED BY THE COLLEGE

Calendar for 1914-1915.

First Term begins	Sept. 2.
Lessons begin	Sept. 3.
Reformation Day	Oct. 31.
Thanksgiving Day	Nov. 26.
Christmas Vacation begins	Dec. 18.
First Term ends	Jan. 31.
Second Term begins	Feb. 1.
Washington's Birthday	Feb. 22.
Easter Vacation begins	March 26.
Ascension Day	May 13.
Monday after Whitsunday	May 24.
Decoration Day	May 30.
Second Term ends	June 25.

ALL CORRESPONDENCE

to be addressed to the President, The REV. M. J. F. ALBRECHT, Concordia College, Milwaukee, Wis.

CONCORDIA COLLEGE, MILWAUKEE, WIS.

Concordia College

Concordia College is an institution of the Church, being conducted and supported by the "Evangelical Lutheran Synod of Missouri, Ohio, and other States," the largest branch of the Lutheran Church in America.

The special object of the education afforded in Concordia College is to prepare Christian young men for a thorough course in theology. The College may, therefore, be considered a preparatory institution for such Lutheran divinity schools as require for admission a thorough acquaintance with Latin and Greek, a good working knowledge of Hebrew, and a mastery of English and German.

At the same time it is the general aim of Concordia College to fit young men to pursue successfully the advanced courses of study offered by the best universities of the country, as well as to instruct and preserve its charges in the true Christian faith as taught in the Evangelical Lutheran Church.

With this end in view, Concordia College was modeled after the "gymnasia" of Germany, where most time and energy are expended on the classics. But in order to give young men committed to the care of the institution a culture somewhat more suited to their wants as American citizens, certain branches of knowledge were added to the curriculum, not commonly included in the Latin schools of Europe.

The course of studies, all of which are obligatory, extends over a period of six years. The classes are designated by Latin names, viz., Prima (first class), Secunda (second class), Tertia (third class), Quarta (fourth class), Quinta (fifth class), Sexta (sixth class). The two lower classes, Sexta and Quinta, are preparatory classes, though the study of Latin is begun in Sexta.

THE OLD BUILDING.

THE NEW BUILDING.

Grounds.

Concordia College is situated in the western part of Milwaukee, near the city limits. The site is elevated, healthy, and beautiful, and possesses every advantage of country and city life.

The grounds contain about seven and one half acres of land intersected on the north by State Street and on the south by Cedar Street. The first of the smaller parts thus cut off has been converted into a ball field for younger Concordians; the second contains residences occupied by professors of Concordia. The large tract which remains affords a roomy campus divided by the College buildings into three sections. The northwest section has been laid out to be used as ball grounds; the northern and southern sections are parked, furnishing in their close-clipped lawns and their shade trees, desirable places for recreation. At the northeast corner of the tract in question, corner of Thirty-First and State streets, stands the residence of the President of the College.

Buildings.

Concordia College has three main buildings, besides a gymnasium, a kitchen, a hospital, and seven residences.

The Recitation Hall is an imposing structure, which consists of two wings and a central edifice. The width of the building is 126 feet, while the depth of the wings and the central portion is 74 and 86 feet respectively. The building is composed of two stories, faced with St. Louis pressed brick, and a solid foundation, faced with Bedford sandstone. Visitors admire the large surface of plate glass in the front elevation and two massive columns at the main entrance.

This building is used only for purposes of instruction and worship. It contains eight large classrooms, the museum, the professors' library, and the chapel, besides the office and the Dr. Wm. Sihler library. The classrooms are perfect in their way, well-lighted, well-ventilated, of simple and substantial elegance. The chapel is an architectural gem. The ceiling and walls are covered with elaborate stuccowork overlaid with gilt. Other features of the chapel are a fine pipe organ and rich cathedral glass windows, the latter of which were donated by the alumni. The professors' library is also a magnificent apartment. All the woodwork of the building consists of red oak with antique stain, and hard maple.

West of the Recitation Hall, there is a large dormitory, which contains living and sleeping apartments. It also contains a spacious dining room, which is connected by a covered passageway with the kitchen—a frame structure of considerable dimensions.

Northeast of the kitchen, there stands what is styled the Old Building, a fine old structure of cream-colored brick with sandstone dressings. This also is a dormitory.

The Gymnasium is a structure 40x80 feet, and well equipped with the necessary apparatus.

The Hospital, though a small building, is perfectly adapted for its purposes. Its cheerful environs make it a pleasant home for the patients of Concordia.

INTERIOR OF CHAPEL

Courses of Instruction.

Religion.

Since the training of young men who look to the ministry as their lifework is the special aim of Concordia College, due emphasis is laid on the religious and spiritual side of the student's education. Luther's catechism, that unrivaled compendium of Christian truth, is carefully expounded and elucidated, especially in the lower classes, until it may be said to be digested and assimilated by the pupils. Biblical history also receives a large share of attention, and is intended to give the student an intelligent apprehension of the history of salvation as foreshadowed in the Old Testament and fulfilled in the New. Both the English and German Bibles are used. In the upper classes, the students having acquired the knowledge of Greek, some portion of the New Testament is studied in detail on the basis of the original text.

Hebrew.

The course in Hebrew extends over two years. Its object is to give the student a thorough grasp of the grammatical principles of the language both in etymology and syntax. Special stress is laid on the acquisition of a tolerably full vocabulary, so that the student is well equipped for exegetical work on entering the theological seminary. During the second year, portions of historical Hebrew narrative are read and expounded.

Latin and Greek.

Concordia College offers a thorough course in Latin and Greek. To the former, seven weekly periods are devoted throughout the entire six years' course, while the study of the latter is begun in Quarta, receiving six weekly periods for four years. Concordia College believes, in spite of assertions and declamations to the contrary, that a knowledge of these ancient languages constitutes one of the indispensable foundations of a broad and general culture. Whether regarded as an instrument to develop mental power and the reasoning faculty, or as a key to unlock many hidden treasures of learning, or as an accomplishment necessary for an intelligent appreciation of the masterpieces in modern literature, Latin and Greek must ever hold a prominent place in higher education.

With this conviction, Concordia College aims first of all to lay a secure and solid foundation in the elements of grammar, not rushing the student into Caesar or Xenophon by any short and easy method, but introducing him to these authors only after he has acquired such knowledge of etymology and syntax as to enable him to read them with a fair degree of ease and confidence. While realizing that grammar, in any language, may be unduly emphasized, Concordia College insists that the grammar put in the boy's hands is not merely to be consulted occasionally as a work of reference,

CORRIDOR IN RECITATION HALL.

but a book to be studied and mastered. For this purpose much written and oral composition is required.

As for the reading of classical writers, it is rather intensive than extensive, thoroughness and accuracy not being sacrificed to quantity and bulk. However, the student forms a good acquaintance with the principal writers of classical antiquity. Any one graduating with honors in these branches is well equipped, either to pursue work independently, or to enter into the wider field of philology in the university.

German.

This department is naturally strong, most of the students being of German parentage and entering the institution with a living knowledge of the language. The course seeks to give the student a ready command of the vast resources of the German tongue, to teach him to use it, whether orally or with the pen, with ease and elegance, and to impart to him a knowledge of its history and literature. Much written work in the shape of paraphrases, abstracts, or original compositions is required throughout the entire course. Numerous selections from representative prose writers, a large number of poems and dramas are read and analyzed, and their literary excellence exhibited. Thus the student insensibly acquires a refined literary taste and learns to fashion his own style after the pattern of finished masterpieces. It may be added that every recitation is begun with a declamation by a member of the class. In this way the students are taught the art of correct pronunciation, enunciation, and emphasis. The principles of gesticulation are taught in the two upper classes.

English.

The work in English is similar to that in German. All the students of Concordia College are expected to speak and write both languages with equal readiness and facility. English, therefore, receives a proportionate share of time. The course is designed to furnish the student with the power of correct oral and literary expression, to stimulate a love of reading, and to acquaint him with the vast fields of English literature. To this end, stress is laid on exact grammatical knowledge and correct pronunciation as well as on the rules of composition and rhetoric. But since mere technical knowledge is necessarily inadequate, much reading and writing is required. Not only is the student expected to be fully prepared on all selections read and discussed in the classroom, but supplementary private reading, suited to his grade, is assigned him, and he must satisfy his instructor that he has done this work carefully and conscientiously. As in the German department, numerous essays, compositions, abstracts, and summaries constitute an important part of the English work, with a view to train the student to think methodically and to clothe his thought in adequate language. Representative works of both British and American authors are read and analyzed in the classroom, while an outline of the history of English literature gives the student a general knowledge of the development of English in its various literary forms, at the same time inviting him to more extended reading and study. In the English department also each recitation is begun with a declamation.

PROFESSORS' LIBRARY.

French.

For lack of time the course in French is somewhat limited, confining itself to the rudiments of grammar and the pronunciation. Nevertheless, the energetic student may, with the aid thus offered, easily continue independent study and acquire a good reading knowledge of the language.

History.

Cicero describes history as the **testis temporum** and the **magistra vitae.** And such it is. It is the record of man's doings and achievements, summing up the final results of all the forces, physical, intellectual, moral, and religious, of the human race. Nothing, therefore, can be better suited to enlarge the student's horizon, to broaden his outlook on human life and affairs, to widen his sympathies and educate his judgment than an intelligent study of the great drama of human history. Conscious of these facts, Concordia College aims to give its students such a knowledge of history, ancient, medieval, and modern, as every well-informed and cultured person must be expected to possess. The method employed is to place in the hands of the student an approved textbook, the contents of which he is expected to master, while supplementary lectures and collateral reading serve to round off his knowledge.

Geography.

Geography receives such attention as a good general education requires. Two years of instruction are devoted to it. Apart from its value as an independent study it is an indispensable accessory in the teaching of history.

Mathematics.

As an instrument of mental discipline, mathematics occupies a foremost place. It is the object of the course to train the student in close, consecutive reasoning and to cultivate and develop the power of correct logical deduction. The course includes practical arithmetic, algebra, plane and solid geometry, and trigonometry.

Science.

The courses are intended to give a general survey of the field of the natural sciences. Instruction in chemistry aims to furnish the student a good practical knowledge of elementary inorganic chemistry, the subject being taught by means of text books, lectures, and illustrative experiments on the part of the instructor. The course in physics aims to acquaint the student with the laws underlying natural phenomena, to cultivate habits of observation, and to lead to an intelligent appreciation of nature's manifold wonders. The physical department is equipped with a stereopticon and other apparatus necessary for experiments. The biological course embraces

MUSEUM

the study of the numerous forms of plant and animal life, culminating with the study of man in his physical aspect, this including anatomy, physiology, and hygiene.

Music.

It is not the purpose of this department to give technical and theoretic instruction in music. This does not fall within the aims of Concordia College. The entire student body is, however, instructed in the principles of correct singing once a week, special attention being given to the rich treasury of choral melodies, justly prized by the Lutheran Church. Students are also encouraged to play an instrument, and an orchestra, under the leadership of a special instructor, is in a flourishing condition. It is understood, however, that the time and attention given to music is not to interfere with the regular, prescribed studies.

Gymnastics and Athletics.

While the aim of Concordia College is primarily to guide and stimulate the mental, moral, and religious growth of the student, the second part of the poet's dictum (mens sana in corpore sano) is not overlooked. The College, therefore, has made provision for regular gymnastic training under the direction of a competent instructor. Four hours of each week are set apart for this purpose, and participation in all the exercises is obligatory.

In spring and early autumn, the college campus offers good facilities for outdoor sports, baseball naturally being the college game. But though in hearty sympathy with athletics, Concordia College discountenances all excessive tendencies in this direction. As a matter of fact, the importance attached to athletics in many institutions of our country is manifestly incongruous with the proper aims of any college. Athletics can never justly be regarded as other than a means of healthy exercise and recreation, and are, therefore, to be kept within reasonable bounds. It might be added that football, for reasons obvious to any judicious observer, is forbidden. Basket ball, on the other hand, forms one of the chief indoor sports during the winter season.

Educational Adjuncts.

The principal educational adjuncts are the museum and the library.

The museum is made up of a mineral cabinet, containing many rare and unique specimens, a valuable collection of mounted bird skins, a well selected cabinet of physical apparatus, a large collection of shells, an entomological cabinet, a collection of American antiquities, and several smaller collections of objects of general interest, besides a full series of maps, charts, and models to illustrate crystalline forms, etc.

There are two libraries, one for the exclusive use of the teachers, the other for the students. The former includes the leading works in history, philology, natural science, etc. The latter is al-

CONCORDIA COLLEGE ORCHESTRA, 1914.

most evenly composed of standard English and German works, which cover all departments of literature. Books are issued once a week; but the students are not at liberty to draw those books for which they have a momentary fancy, the reading of the pupils being superintended and guided by the librarian, a member of the faculty.

It may be here noted that the city also possesses an excellent library and an art gallery, both of which institutions, together with the well-stocked museum and the zoological garden, are valuable auxiliaries in the matter of education.

Literary Societies.

Besides the regular courses of instruction, an important educational factor are the literary societies of the various classes. The work required in the preparation of speeches, essays, debates, and the like involves reading and study of a more general and diversified character than the regular routine of classroom work calls for, and hence affords the student abundant opportunity of increasing his stock of knowledge in various directions. At the same time, the practice of debating develops the faculty of ready speech and imparts selfconfidence in appearing before an audience. Membership in these societies is optional, but most of the students join at their own initiative.

Expenses.

Pupils studying for the ministry are exempt from charges for tuition. Pupils qualifying for a vocation other than the ministry pay a tuition fee of forty dollars per annum. The same fee is paid by all those pupils of the former class, who, for some reason or other, leave the College, except in cases of relegation, protracted illness, or consilium abeundi (advice to give up study).

Entrance, lodging, and graduation are free to all pupils.

The cost of board is $84.00 per annum, payable in quarterly installments. This includes all charges for light, fuel, medical treatment, physical training, and use of library.

The college furnishes, free of charge, each student a sanitary bedstead with coil spring, bed sheets, pillow slips (size 14x28 in.), and a spread. The student is expected to supply himself with a mattress, blankets, and a pillow.

All laundering is done at the expense of the institution, with the exception of starched shirts, collars, and cuffs.

The yearly expenses for textbooks range from about ten to fourteen dollars.

Expenses for stationery, membership in literary or athletic organizations, and the like, are comparatively light.

Terms.

The college year is divided into two terms.

The first term extends from the first Wednesday in September to the thirty-first day of January.

CONCORDIA BASE BALL SQUAD, 1914.

The second term begins on the first day of February and continues until the last Friday of June.

The college year embraces a period of forty weeks of instruction, barring the short Christmas and Easter vacations and a few single holidays.

Reports and Diplomas.

At the close of each term, the standing of each student is determined in the various branches and a report sent to the parents or guardians. The report contains a detailed statement of the student's proficiency (or deficiency, as the case may be) in the several studies, his regularity in attendance, and his general deportment. The graduating class is awarded diplomas, which are of three grades, the highest distinction attainable being "summo cum honore."

Discipline.

Every student is required to lead a Christian life and conform to the College regulations.

The discipline is exercised in a Christian spirit. Every student is treated with love and patience, and severity is resorted to only when demanded by a proper regard for the spiritual welfare of the student in question as well as by the demoralizing influence he may exert on the School. But even in extreme cases, when it becomes necessary to sever the student's connection with the College, nothing is left undone to make him realize his wrong.

Services are held every morning and evening in the College chapel. They are conducted by the President and attended by all students living at the College. There are no divine services at College on Sundays, as there is a great number of Lutheran churches in Milwaukee, at which the students may worship.

Conditions of Admission.

Students are admitted, as a rule, only at the beginning of the College year. All applications for admission must be accompanied by testimonials of good moral character. Candidates for admission must have a fair knowledge of English and German, as both languages are mediums of instruction, and must have mastered the elements of arithmetic. Students may enter an advanced class, provided they pass a satisfactory examination or show up certificates issued by recognized schools.

An Announcement.

Some years ago, the synod in session at Ft. Wayne, Ind., passed a resolution authorizing the various colleges to add another preparatory class, a Septima. This is desirable, for the reason that the pupils who enter the institution represent such widely varying degrees of preparation that it is impossible to weld them into a homogeneous whole during the first year of their college life. Accordingly, it is our purpose, as soon as circumstances are favorable, to act upon this resolution with reference to our own college. By this plan, it is hoped that many a boy lacking the necessary preparatory training may be able to make up his deficiencies and successfully pursue his studies, while those better equipped will enter Sexta as usual and not be hampered in their progress by any retarding factor.

A Desideratum.

One want has long been felt by the directors and the faculty of Concordia College. It is briefly this that a class be added on top in order to make the curriculum in general somewhat more comprehensive. Certain branches of study, usually included in a full college course, are at present wanting. At the same time, an additional class would render it possible to go more extensively into certain fields already worked.

A Request.

"The harvest is great, but the laborers are few." The request, therefore, is, Send us many boys to fill the institution. At the same time, it should be remembered that those who contemplate a course of study in Concordia must be fairly gifted and energetic. Otherwise, they cannot hope to perform their daily tasks without being a burden to themselves and a drag upon others. Any boy of good average intelligence, who makes faithful use of his opportunities, will experience no serious difficulty in maintaining a respectable standing in scholarship.

Tabular Statements.

OFFICERS OF JOINT SYNOD.

The Rev. F. PFOTENHAUER, President.....Chicago, Ill.
The Rev. J. MILLER, First Vice President.....Ft. Wayne, Ind.
The Rev. P. BRAND, Second Vice President.....Pittsburgh, Pa.
The Rev. H. SPECKHARD, Third Vice President....Saginaw, Mich.
The Rev. J. A. HILGENDORF, Fourth Vice Pres...Cheyenne, Wyo.
The Rev. R. D. BIEDERMANN, Secretary.....Indianapolis, Ind.
Mr. E. SEUEL, Treasurer.....St. Louis, Mo.

BOARD OF DIRECTORS OF CONCORDIA COLLEGE, MILWAUKEE, WIS.

The Rev. W. MATTHES, as representative of the Rev. H. Daib, President of the Wisconsin District.....Milwaukee, Wis.
The Rev. B. SIEVERS.....Milwaukee, Wis.
Mr. A. LUEDKE.....Milwaukee, Wis.
Mr. F. PRITZLAFF.....Milwaukee, Wis.
Mr. W. STARKE.....Milwaukee, Wis.

BOARD OF ELECTORS.

The Rev. F. PFOTENHAUER, President of Joint Synod, ...Chicago, Ill.
The Board of Directors of Concordia College.....Milwaukee, Wis.
The Rev. W. DALLMANN.....Milwaukee, Wis.
The Rev. O. KAISER.....Milwaukee, Wis.
The Rev. C. SCHMIDT.....Chicago, Ill.
The Rev. R. SCHROTH.....Mayville, Wis.
The Rev. B. H. SUCCOP.....Ionia, Mich.

COLLEGE STAFF.

The Rev. M. J. F. ALBRECHT, President of the College, and Instructor in the Principles of Christianity....	appointed	1893
CARL F. W. HUTH, Professor of Classics.....	"	1881
GEORGE W. MUELLER, Prof. of English.....	"	1883
OTTO HATTSTAEDT, Prof. of German.....	"	1884
CARL ROSS, Prof. of Hebrew and Classics.....	"	1890
CARL GAENSSLE, Prof. of Classics.....	"	1904
ARTHUR E. BERGMANN, Prof. of Natural Sciences and Mathematics	"	1911
CARL J. HOMANN, Assistant Professor.....	"	1912
ANDREW MUELLER, Instructor in Gymnastics...	"	1896

Enrolled Students, 1913-1914.

SEXTA.

	Name	Age		Name	Age
1.	W. Baehr	14	22.	H. Kellermann	15
2.	W. Baese	14	23.	W. Kleinhans	14
3.	W. Baumann	15	24.	F. Korbitz	15
4.	Cl. Baumgaertner	15	25.	A. Krueger	13
5.	P. Born	14	26.	W. Laesch	13
6.	W. Bruss	15	27.	W. Laufer	15
7.	N. Capelle	16	28.	C. Lobitz	15
8.	P. Dallmann	13	29.	L. Moore	15
9.	E. Felten	15	30.	H. Mueller	15
10.	J. Fischer	15	31.	H. Plass	14
11.	Theo. Francke	13	32.	A. Pfotenhauer	16
12.	W. Fritz	14	33.	H. Rowold	15
13.	H. Gerke	15	34.	H. Stuewe	14
14.	P. Gieschen	13	35.	R. Schuler	14
15.	E. Guebert	16	36.	R. Schalm	16
16.	F. Haedike	14	37.	H. Schedler	15
17.	W. Hartmann	15	38.	E. Schoenheider	16
18.	R. Huth	13	39.	O. Thusius	16
19.	A. Jagow	14	40.	F. Wiese	15
20.	E. Kaiser	13	41.	W. Wolter	15
21.	G. Kalb	14	42.	F. Zirbel	16

QUINTA.

	Name	Age		Name	Age
1.	E. Albrecht	16	21.	E. Glabe	14
2.	C. Amling	14	22.	L. Gross	17
3.	W. Amling	13	23.	E. Hartwig	15
4.	W. Beck	15	24.	O. Hartwig	15
5.	J. Berger	17	25.	E. Hattstaedt	15
6.	W. Blanke	15	26.	E. Hilgendorf	18
7.	H. Bloedel	16	27.	T. Hoffmann	16
8.	R. Bollinger	16	28.	E. Huth	14
9.	H. Brauer	16	29.	R. Jagow	16
10.	P. Burgdorf	14	30.	O. Kitzmann	16
11.	E. Busse	15	31.	H. Klei	15
12.	W. Dallmann	15	32.	J. Klitzke	15
13.	Fr. Domke	17	33.	H. Koch	15
14.	W. Eifrig	15	34.	L. Kohn	15
15.	E. Falk	15	35.	W. Krahn	17
16.	P. Freiburger	15	36.	R. Kremer	15
17.	A. Freitag	15	37.	A. Kroeger	16
18.	F. Gartmann	16	38.	C. Krog	16
19.	G. Gieschen	15	39.	G. Krueger	18
20.	W. Gieschen	15	40.	H. Kuechle	15

	Name	Age
41.	H. Kuhlow	16
42.	E. Kupfer	14
43.	W. Lohmann	16
44.	E. Luck	16
45.	W. Maas	14
46.	E. Maendlein	15
47.	A. Mayer	18
48.	J. Marozick	14
49.	W. Mehlberg	16
50.	L. Mielke	15
51.	A. Moore	17
52.	P. Mundt	15
53.	H. Naumann	14
54.	A. Oswald	15
55.	G. Pape	16
56.	A. Plack	16
57.	L. Richter	15
58.	A. Ritter	15
59.	B. Roth	16
60.	C. Schmidt	14
61.	E. Schroeder	13
62.	P. Schwagmeyer	16
63.	W. Seefeldt	15
64.	M. Stelter	15
65.	A. Streufert	15
66.	A. Voss	15
67.	M. Wiening	15
68.	F. Wilkening	14
69.	A. Zapf	14

QUARTA.

	Name	Age
1.	A. Bachanz	16
2.	J. Boerger	17
3.	W. Dahlke	17
4.	W. Dietz	16
5.	A. Folkmann	16
6.	P. Gose	18
7.	L. Grueber	17
8.	A. Hallmann	19
9.	W. Heidorn	17
10.	E. Helfers	18
11.	A. Hemer	17
12.	O. Hoffmann	16
13.	H. Hunsinger	17
14.	R. Jung	17
15.	E. Keller	16
16.	J. Kempf	17
17.	E. Kohn	17
18.	C. Krenke	17
19.	H. Kringel	17
20.	E. Kurth	16
21.	H. Machmueller	17
22.	H. Mehlberg	17
23.	A. Meyer	17
24.	E. Moede	18
25.	E. Neumann	17
26.	W. Oesch	16
27.	C. Pfotenhauer	17
28.	A. Preisinger	17
29.	G. Prescott	14
30.	H. Proehl	16
31.	A. Puscheck	16
32.	A. Ramlow	16
33.	H. Reinke	18
34.	L. Rincker	17
35.	M. Rische	17
36.	H. Roth	17
37.	C. Rubel	17
38.	R. Schmidt	18
39.	V. Schmidt	17
40.	C. Schneider	17
41.	C. Schulz	17
42.	Ad. Schwab	18
43.	M. Strasen	16
44.	K. Wild	15
45.	A. Winter	16

TERTIA.

	Name	Age
1.	E. Abel	17
2.	A. Arndt	17
3.	O. Arndt	17
4.	V. Bartling	17
5.	M. Berndt	18
6.	A. Boedecker	18
7.	R. Cordes	18
8.	G. Eifrig	17
9.	E. Frenk	17
10.	A. Frick	18
11.	H. Fricke	18
12.	W. Gausewitz	16

	Name	Age
13.	A. Goede	17
14.	V. Grimm	17
15.	Alex. Guebert	18
16.	Arn. Guebert	18
17.	H. Harthun	17
18.	G. Huebner	18
19.	V. Keiper	19
20.	C. Kellermann	17
21.	T. Kleinhans	17
22.	O. Knoll	20
23.	G. Kohn	18
24.	H. Kuring	17
25.	A. Lengling	16
26.	A. Merkenschlager	16
27.	W. Neumeister	18
28.	W. Prange	16
29.	G. Roehrs	18
30.	M. Schroeder	17
31.	W. Schroeder	17
32.	F. Schweppe	16
33.	H. Winter	17

SECUNDA.

	Name	Age
1.	H. Albrecht	19
2.	A. Bartling	19
3.	R. Bierlein	20
4.	A. Boelter	20
5.	P. Brauer	18
6.	T. Dorpat	18
7.	R. Gaiser	19
8.	W. Gesch	21
9.	R. Gose	19
10.	W. Greve	19
11.	M. Heinecke	20
12.	A. Horn	18
13.	W. Hunrick	19
14.	A. Keller	18
15.	G. Krach	19
16.	W. Kuechle	17
17.	H. Mayer	17
18.	V. Meyer	18
19.	G. Nickles	19
20.	R. Reinemer	19
21.	H. Schilf	18
22.	E. Schmidt	19
23.	F. Schoenheider	18
24.	H. Scholz	17
25.	A. Schroeder	17
26.	G. Theiss	19
27.	F. Wilke	19
28.	G. Witte	20
29.	O. Woelzlein	21
30.	J. Wuebben	19

PRIMA.

	Name	Age
1.	W. Baumann	18
2.	C. Brauer	20
3.	A. Eissfeldt	19
4.	G. Elbert	20
5.	A. Engelhardt	20
6.	R. Geffert	19
7.	H. Gieschen	18
8.	A. Halboth	20
9.	A. Hitzke	20
10.	W. Kemnitz	19
11.	K. Koehler	20
12.	A. Maas	19
13.	F. Machmueller	19
14.	G. Mueller	20
15.	J. Mueller	22
16.	M. Nommensen	18
17.	A. Paul	20
18.	E. Pautsch	20
19.	R. Reichmann	21
20.	W. Reitz	20
21.	M. Richter	19
22.	O. Taege	21

Account of Work Done in the Various Classes, 1913-1914.

SEXTA.

RELIGION. Exposition of the Synodical Catechism on the basis of the German text. Four chief parts of the English text were memorized. Four hymns were committed to memory.—Three periods a week. (Pres. Albrecht.)

LATIN. **Grammar:** Etymology according to Stegmann's Grammar and Ostermann's Lessons in Latin.

Composition: Daily oral and weekly written exercises in translation. Numerous written reviews and examinations.—Seven periods a week. (Prof. Homann.)

GERMAN. **Reading:** Masius's German Reader. Analysis of selected poems.

Grammar: The entire Formenlehre according to Crull's Grammar. Exercises in orthography once a week. Exercises in punctuation.

Composition: Original compositions, weekly written exercises and oral reproductions.

Elocution: Four declamations by each student.—Five periods a week. (Prof. Hattstaedt.)

ENGLISH. **Reading:** Hawthorne's Grandfather's Chair.

Grammar and Composition: Hyde's Two-Book Course in English, Book II, pp. 1—102. Twenty-eight written exercises.

Spelling: The Modern Spelling Book, pp. 1—62.

Elocution: Four declamations by each student.

Private Reading: German Household Tales. Riverside Literature Series. No. 107. Scudder's George Washington.—Five periods a week. (Prof. Mueller.)

HISTORY. Biographical sketches of the leading historical characters of the Greeks and Romans and of the Early Middle Ages according to Kaiser-Heine.—Two periods a week. (Prof. Huth.)

GEOGRAPHY. The geography of America, with special attention to the United States.—Two periods a week. (Prof. Mueller.)

ARITHMETIC. Fundamental operations, fractions, denominate numbers, measurements, according to Wentworth-Smith.—Three periods a week. (Prof. Bergmann.)

ZOOLOGY. A study of the chief branches of the animal kingdom according to Packard.—Two periods a week. (Pref. Bergmann.)

PENMANSHIP. German script.—One period a week. (Prof. Hattstaedt.)

QUINTA. *)

RELIGION. Exposition of the Synodical Catechism, questions 1—225, on the basis of the English text. Five hymns were committed to memory.—Two periods a week. (Pres. Albrecht.)

LATIN. **Grammar:** Etymology completed according to Stegmann's Grammar and Ostermann's Lessons in Latin.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.—Seven periods a week. (Prof. Ross and Prof. Homann.)

GERMAN. **Reading:** Masius's Reader. Analysis of selected poems.

Grammar: Course of Sexta repeated and extended.

Composition: Original compositions, weekly written exercises in spelling and punctuation.

Elocution: Four declamations by each student.—Five periods a week. (Prof. Hattstaedt and Prof. Homann.)

ENGLISH. **Reading:** Standard Fifth Reader.

Grammar and Composition: Hyde's Two-Book Course in English, pp. 93—258. Written exercises.

Spelling: The Modern Spelling Book, pp. 63—109.

Elocution: Four declamations by each student.

Private Reading: Longfellow's Hiawatha and Cooper's The Last of the Mohicans.—Four periods a week. (Prof. Homann and Prof. Mueller.)

GENERAL HISTORY. Biographical sketches of the leading historical characters from the Reformation to the present day according to Andrae.—Two periods a week. (Prof. Homann.)

UNITED STATES HISTORY. Mace's School History of the United States.—Two periods a week. (Prof. Mueller.)

GEOGRAPHY. The geography of the Old World, according to Daniel's Leitfaden. — Two periods a week. (Prof. Gaenssle.)

ARITHMETIC. Percentage, ratio and proportion, involution, evolution, measurements of solids, vocational problems, progressions, according to Wentworth-Smith.—Three periods a week. (Prof. Bergmann and Prof. Homann.)

NATURAL SCIENCE. **Botany:** General structure and work of plants, bacteria, algae, fungi, mosses, ferns, conifers, several leading groups of flowering plants, timber, weeds, ecological groups. Textbook: Bergen-Caldwell.—Two periods a week. (Prof. Bergmann.)

PENMANSHIP. English script.—One period a week. (Prof. Huth.)

*) In Latin, English, German, and Arithmetic Quinta was divided into two parallel classes, one of the divisions being in charge of Prof. Homann.

QUARTA.

RELIGION. Biblical History from the beginning to the destruction of Judah, 586. Tests. Luther's Small Catechism repeated according to both the German and English texts. Three hymns memorized.—Two periods a week. (Pres. Albrecht.)

LATIN. **Reading:** The Lives of Nepos according to the edition of Fuegner.

Grammar: The doctrine of the cases according to Stegmann's Grammar and Ostermann's Lessons in Latin.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.—Seven periods a week. (Prof. Gaenssle.)

GREEK. **Grammar:** Etymology inclusive of the liquid verbs, according to Kaegi's Grammar and Wesener's Lessons in Greek.

Composition: Written exercises and frequent written reviews. —Six periods a week. (Prof. Huth.)

GERMAN. **Reading:** Selected portions of Masius's German Reader and Hattstaedt's German Literature were read and analyzed. Reading of selected poems.

Grammar: Syntax according to Crull's Grammar.

Composition: Original compositions. Weekly written exercises.

Elocution: Four declamations by each student. Practical exercises in oral expression.—Four periods a week. (Prof. Hattstaedt.)

ENGLISH. **Reading:** Irving's The Sketch Book.

Composition: Woolley's Handbook of Composition, pp. 67—160. Original compositions.

Spelling: The Modern Spelling Book completed.

Elocution: Four declamations by each student.

Private Reading: Longfellow's Evangeline, Whittier's Snow-Bound, etc.—Four periods a week. (Prof. Mueller.)

HISTORY. History of the ancient Greeks and Romans to the time of the Gracchi.—Two periods a week. (Prof. Huth.)

MATHEMATICS. **Algebra:** Fundamental operations. Equations. Factoring. Fractions. Ratio and proportion. Graphs. Systems. Square roots and radicals. Quadratic equations. Textbook: Hawkes-Luby-Tonton.—Four periods a week. (Prof. Bergmann.)

SCIENCE. **General Chemistry:** Oxygen. Hydrogen. Nitrogen. Atmosphere. Halogens. Carbon. Silicon. Phosphorus. Sulphur. Metals. Acids. Bases. Salts. Valence. Laws. Textbook: Peters.—One period a week. (Prof. Bergmann.)

TERTIA.

RELIGION. Biblical History, Old Testament. Tests. Two hymns and two psalms were memorized.—Two periods a week. (Pres. Albrecht.)

LATIN. **Reading:** Caesar de Bello Gallico, Books I and VII. Selections from Ovid's Metamorphoses.

Grammar: Syntax according to Stegmann's Grammar and Ostermann's Lessons in Latin.

Composition: Exercises in oral translation. Weekly written exercises, reviews.—Seven periods a week. (Prof. Ross.)

GREEK. **Reading:** Xenophon, Anabasis, Books I and II.

Grammar: Verbs of the second conjugation and anomalous verbs according to Kaegi's Grammar and Wesener's Lessons in Greek.

Composition: Exercises in oral translation. Written exercises and reviews.—Six periods a week. (Prof. Huth.)

GERMAN. **Reading:** Schiller, Die Jungfrau von Orleans. Kleist, Prinz Friedrich von Homburg. Goethe, Reineke Fuchs. Schiller, Das Lied von der Glocke. Numerous other poems by various authors were read and analyzed.

Grammar: Review of the more difficult rules of grammar.

Rhetoric: Figures of Speech.

Composition: Original compositions. Bi-weekly written exercises in the classroom, based in part on matter previously read in class.

Elocution: Four declamations by each student.—Three periods a week. (Prof. Hattstaedt.)

ENGLISH. **Reading:** Irving's Tales of a Traveler and Shakespeare's Julius Caesar.

Composition: Woolley's Handbook of Composition completed. Original compositins.

Elocution: Four declamations by each student.

Private Reading: Matthews's Introduction to American Literature.—Four periods a week. (Prof. Mueller.)

FRENCH. Elements of French, according to Ploetz.—One period a week. (Prof. Hattstaedt.)

HISTORY. Roman and medieval history to the Staufen period.—Two periods a week. (Prof. Huth.)

MATHEMATICS. Plane Geometry. Books I—V of Wentworth-Smith.—Four periods a week. (Prof. Bergmann.)

SCIENCE. Chemistry. Same as in Quarta.—One period a week. (Prof. Bergmann.)

SECUNDA.

RELIGION. Synodical Catechism, questions 1—268. Written tests. German text was reviewed.—Two periods a week. (Pres. Albrecht.)

LATIN. **Reading:** Cicero, Four Orations against Catiline. Livy, Book XXII. Virgil, Aeneid, Books I and II.

Grammar and Composition: Repetition of syntax according to Stegmann's Grammar and Ostermann's Lessons in Latin, Parts IV and V. Written exercises and reviews.—Seven periods a week. (Prof. Gaenssle.)

GREEK. **Reading:** Xenophon, Anabasis, Books III and IV. The Gospel of St. John. Homer, Odyssey, Books I, II, and VIII.

Grammar and Composition: The doctrine of the cases according to Kaegi's Grammar. Translations according to Eichler's Lessons in Greek. Written exercises and tests.—Six periods a week. (Prof. Gaenssle.)

HEBREW. The noun and the regular verb according to Schmidt's Grammar and Kautzsch's Lessons in Hebrew. Weekly written translations from German into Hebrew. Written reviews.—Three periods a week. (Prof. Ross.)

GERMAN. **History of German Literature:** The leading facts showing the development of German literature to the time of Luther.

Reading: Nibelungenlied, Gudrun, Walther von der Vogelweide, Hans Sachs, the Volkslied, according to Hattstaedt's Handbuch. Schiller, Maria Stuart.

Composition: Original compositions.

Elocution: Three declamations by each student, with special attention to gesticulation.—Three periods a week. (Prof. Hattstaedt.)

ENGLISH. History of English Literature, according to Newcomer, pp. 1—127.

Reading: Shakespeare's Antony and Cleopatra and Macaulay's Essays on Lord Clive and Warren Hastings.

Composition: Original compositions.

Elocution: Three declamations by each student.

Private Reading: Scott's Marmion.—Three periods a week. (Prof. Mueller.)

HISTORY. European history from the migrations to the Thirty Years' War.—Two periods a week. (Prof. Gaenssle.)

MATHEMATICS. Plane Geometry, according to Wentworth-Smith, Books I—V, in part review.—Three periods a week. (Prof. Bergmann.)

SCIENCE. **Physics:** Magnetism and Electricity. Textbook: Millikan and Gale.—One period a week. (Prof. Bergmann.)

General Chemistry: Gases, Halogens, Sulphurs, Phosphorus, Silicon, Carbon, and Metals. Laws. Valence. Textbook: Peters.—One period a week. (Prof. Bergmann.)

PRIMA.

RELIGION. The Gospel of St. Mark read in the original Greek and expounded. Review of the entire Synodical Catechism.—Two periods a week. (Pres. Albrecht.)

LATIN. **Reading:** Sallust., Bellum Jugurthinum;—Cicero, Cato Maior.—Horace, selections from the Odes. Satires, and Epistles.

Grammar and Composition: Translation from German into Latin according to Von Jan. Written reviews.—Seven periods a week. (Prof. Ross.)

GREEK. **Reading:** Aristotle, Res publica Atheniensium.—Plato, Euthyphron.—Homer, Iliad, Books I, II, and III.

Grammar: Syntax of the tenses, moods, infinitives, participles, and prepositions according to Kaegi and Eichler.—Six periods a week. (Prof. Huth.)

HEBREW. The irregular verb according to Baltzer's Grammar and Lessons in Hebrew. Written tests.—Three periods a week. (Prof. Ross.)

GERMAN. **History of German Literature:** Lectures on German literature from Luther to the present time, according to Hattstaedt's Handbuch.

Reading: Goethe, Goetz von Berlichingen. Ludwig, Der Erbfoerster. Numerous selections from noted poets and prose writers.

Composition: Original compositions.

Elocution: Three declamations by each student, with special attention to gesticulation.—Four periods a week. (Prof. Hattstaedt.)

ENGLISH. History of English Literature, according to Newcomer, pp. 128—266.

Reading: Shakespeare's King Lear and Milton's Paradise Lost, Books I and II.

Composition: Original compositions.

Elocution: Three declamations by each student.

Private Reading: Carlyle's On Heroes, Hero-Worship, etc.—Three periods a week. (Prof. Mueller.)

HISTORY. European history from the death of Luther to the downfall of Napoleon I.—Two periods a week. (Prof. Hattstaedt.)

MATHEMATICS. Solid Geometry, according to Wentworth, Books VI, VII, and VIII.

Plane Trigonometry, according to Wentworth.—Three periods a week.

SCIENCE. Anatomy, Physiology, and Hygiene, according to Blaisdell.—One period a week. (Prof. Bergmann.)

Classification by Residences of Pupils, 1881-1914.

Wisconsin	730	Oregon	6
Illinois	543	Maryland	5
Michigan	123	N. Dakota	3
Missouri	104	Massachusetts	3
Minnesota	95	Arkansas	3
Iowa	75	Texas	2
Nebraska	45	Arg. Rep., S. A.	2
New York	27	New Jersey	2
S. Dakota	21	Washington	2
Germany	20	Connecticut	1
Indiana	18	Pennsylvania	1
Kansas	15	Kentucky	1
California	12	Alabama	1
Canada	9	New Zealand	1
Ohio	8		
			1878

Classification by Enrollments of Pupils, 1881-1914.

Collegiate Year	New comers	Total Enrollment	Collegiate Year	New comers	Total Enrollment
1881—82	19	19	1898—99	43	190
1882—83	27	41	1899—1900	43	185
1883—84	78	113	1900—1901	56	185
1884—85	52	149	1901—1902	87	237
1885—86	59	169	1902—1903	64	232
1886—87	43	164	1903—1904	83	250
1887—88	39	132	1904—1905	79	252
1888—89	46	123	1905—1906	49	236
1889—90	63	141	1906—1907	60	216
1890—91	66	182	1907—1908	65	214
1891—92	58	201	1908—1909	55	212
1892—93	77	225	1909—1910	32	187
1893—94	51	227	1910—1911	57	195
1894—95	49	213	1911—1912	47	202
1895—96	45	179	1912—1913	84	237
1896—97	72	207	1913—1914	64	241
1897—98	65	219			

MOTTO of the Class of 1914:

AGE QUOD AGIS

of the Blackwall stages. But *it is certain that those who will not crack the shell of* HISTORY *will not get at the kernel.* Johnson, with hasty arrogance, pronounced the kernel worthless, because he saw no value in the shell. *The real use* of traveling to distant countries and *of studying the annals of past times is to preserve men from the contraction of mind which those can hardly escape whose whole communion is with one generation and one neighborhood, who arrive at conclusions by means of an induction not sufficiently copious, and who, therefore, constantly confound exceptions with rules, and accidents with essential properties.* In short, the real use of traveling and of studying history is to keep men from being what Tom Dawson was in fiction, and Samuel Johnson in reality."—*Lord Macaulay.*

"Reading maketh a full man, conference a ready man, and writing an exact man; and therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the MATHEMATICS subtle; natural philosophy deep; moral, grave; logic and rhetoric, able to contend. Abeunt in studia mores. [Studies pass into the character, or, Manners are influenced by studies.] Nay, *there is no stond* [hindrance] *or impediment in the wit, but may be wrought out by fit studies,* like as diseases of the body may have appropriate exercises.... Gentle walking is good for the stomach, riding for the head, and the like; *so if a man's wits be wandering, let him study the mathematics, for in demonstrations, if his wit be called away never so little, he must begin again....* So every defect of the mind may have a special receipt."—*Francis Bacon.*

"*Education, that glorious word* which is so much used and so much abused, grasps within its golden rim everything which can develop, strengthen, harmonize, intensify, and render effective all those faculties of our entire nature, intellectual and corporeal, which the Creator has endowed us with; and in the logical application of this truth, it stands forth in assertion of the long-despised and repudiated claims of the body. It *says that since every part of our nature is the sacred gift of God, he who neglects his body, who calumniates his body, who misuses it, who allows it to grow up puny, frail, sickly, misshapen, homely, commits a sin against the Giver of the body."—Moses Coit Tyler.*

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1914/15
Concordia Col

Concordia College

MILWAUKEE, WIS.

1914-1915

UNIVERSITY OF ILLINOIS LIBRARY
NIVERSITY OF ILLINOIS
JUL 1 1915
PRESIDENT'S OFFICE

"So lieb als uns das Evangelium ist, so hart lasst uns über den Sprachen halten."

—*Luther*

1914-15

"It is not uncommon, nowadays, to hear objections to CLASSICAL EDUCATION, usually from those who have never had it, and declamations against DEAD LANGUAGES, usually from those who have never learned them. But the Humanists may unquestionably leave it to the Geologists to fight the battle for antiquity. These have shown us that the older the fossils the more instructive their lessons; indeed, so much importance is attached to ancient animal life that the national government, with great liberality, encourages its study by promoting explorations, museums, and costly publications. Be it so; but let not the nation which does this forget that *the oldest literature is not old or dead, but fresh and living* in comparison with the bones of the cave dwellers, and that though a megatherium is wonderfully instructive, an ancient Epic or a Drama is not unworthy of attention."—*Daniel C. Gilman*

"The ARTS and SCIENCES may sustain no greater injury than when youth is not properly trained up in GRAMMAR."—*Philip Melanchthon.*

"THE ENGLISH LANGUAGE, which has produced and nourished with its milk the greatest of modern poets, the only one who can be compared with the classical poets of antiquity (who does not see that I am speaking of Shakespeare?) may of good right be called *a universal language.*"—*Jacob Grimm.*

"Now unflexible and unyielding, like the spruce tree of his native soil, now soft, like the smooth outlines of the tender birch; now firm and gnarled, like the oak tree in the Teutonic forest primeval, now mild, like the sweet-smelling linden—such is the GERMAN, such, too, is his LANGUAGE; a precious kernel in a rough shell."—*Oscar Weise.*

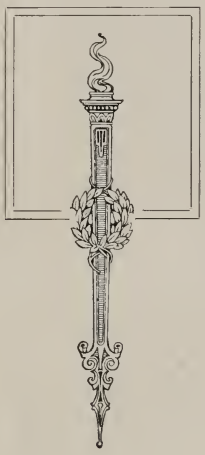
"Assuredly one fact which does not directly affect our own interests, considered in itself, is not better worth knowing than another fact. The fact that there is a snake in a pyramid, or the fact that Hannibal crossed the Alps by the great St. Bernard, are in themselves as unprofitable to us as the fact that there is a green blind in a particular house in Threadneedle Street, or the fact that a Mr. Smith comes into the city every morning on the top of one

CATALOGUE

of

Concordia College

MILWAUKEE, WIS.



ISSUED AT THE

END OF ITS THIRTY-FOURTH YEAR, 1914-1915

PUBLISHED BY THE COLLEGE

Calendar for 1915-1916.

First Term begins	Sept. 1.
Lessons begin	Sept. 2.
Reformation Day	Oct. 31.
Thanksgiving Day	Nov. 25.
Christmas Vacation begins	Dec. 24.
First Term ends	Jan. 31.
Second Term begins	Feb. 1.
Washington's Birthday	Feb. 22.
Easter Vacation begins	Apr. 14.
Decoration Day	May 30.
Ascension Day	June 1.
Monday after Whitsunday	June 12.
Second Term ends	June 30.

ALL CORRESPONDENCE

to be addressed to the President, The REV. M. J. F. ALBRECHT, Concordia College, Milwaukee, Wis.

CONCORDIA COLLEGE, MILWAUKEE, WIS.

Concordia College

Concordia College is an institution of the Church, being conducted and supported by the "Evangelical Lutheran Synod of Missouri, Ohio, and other States," the largest branch of the Lutheran Church in America.

The special object of the education afforded in Concordia College is to prepare Christian young men for a thorough course in theology. The College may, therefore, be considered a preparatory institution for such Lutheran divinity schools as require for admission a thorough acquaintance with Latin and Greek, a good working knowledge of Hebrew, and a mastery of English and German.

At the same time it is the general aim of Concordia College to fit young men to pursue successfully the advanced courses of study offered by the best universities of the country, as well as to instruct and preserve its charges in the true Christian faith as taught in the Evangelical Lutheran Church.

With this end in view, Concordia College was modeled after the "gymnasia" of Germany, where most time and energy are expended on the classics. But in order to give young men committed to the care of the institution a culture somewhat more suited to their wants as American citizens, certain branches of knowledge were added to the curriculum, not commonly included in the Latin schools of Europe.

The course of studies, all of which are obligatory, extends over a period of six years. The classes are designated by Latin names, viz., Prima (first class), Secunda (second class), Tertia (third class), Quarta (fourth class), Quinta (fifth class), Sexta (sixth class). The two lower classes, Sexta and Quinta, are preparatory classes, though the study of Latin is begun in Sexta.

THE OLD BUILDING.

THE NEW BUILDING.

Grounds.

Concordia College is situated in the western part of Milwaukee, near the city limits. The site is elevated, healthy, and beautiful, and possesses every advantage of country and city life.

The grounds contain about seven and one half acres of land intersected on the north by State Street and on the south by Cedar Street. The first of the smaller parts thus cut off has been converted into a ball field for younger Concordians; the second contains residences occupied by professors of Concordia. The large tract which remains affords a roomy campus divided by the College buildings into three sections. The northwest section has been laid out to be used as ball grounds; the northern and southern sections are parked, furnishing in their close-clipped lawns and their shade trees, desirable places for recreation. At the northeast corner of the tract in question, corner of Thirty-First and State streets, stands the residence of the President of the College.

Buildings.

Concordia College has three main buildings, besides a gymnasium, a kitchen, a hospital, and seven residences.

The Recitation Hall is an imposing structure, which consists of two wings and a central edifice. The width of the building is 126 feet, while the depth of the wings and the central portion is 74 and 86 feet respectively. The building is composed of two stories, faced with St. Louis pressed brick, and a solid foundation, faced with Bedford sandstone. Visitors admire the large surface of plate glass in the front elevation and two massive columns at the main entrance.

This building is used only for purposes of instruction and worship. It contains eight large classrooms, the museum, the professors' library, and the chapel, besides the office and the Dr. Wm. Sihler library. The classrooms are perfect in their way, well-lighted, well-ventilated, of simple and substantial elegance. The chapel is an architectural gem. The ceiling and walls are covered with elaborate stuccowork overlaid with gilt. Other features of the chapel are a fine pipe organ and rich cathedral glass windows, the latter of which were donated by the alumni. The professors' library is also a magnificent apartment. All the woodwork of the building consists of red oak with antique stain, and hard maple.

West of the Recitation Hall, there is a large dormitory, which contains living and sleeping apartments. It also contains a spacious dining room, which is connected by a covered passageway with the kitchen—a frame structure of considerable dimensions.

Northeast of the kitchen, there stands what is styled the Old Building, a fine old structure of cream-colored brick with sandstone dressings. This also is a dormitory.

The Gymnasium is a structure 40x80 feet, and well equipped with the necessary apparatus.

The Hospital, though a small building, is perfectly adapted for its purposes. Its cheerful environs make it a pleasant home for the patients of Concordia.

INTERIOR OF CHAPEL.

Courses of Instruction.

Religion.

Since the training of young men who look to the ministry as their lifework is the special aim of Concordia College, due emphasis is laid on the religious and spiritual side of the student's education. Luther's catechism, that unrivaled compendium of Christian truth, is carefully expounded and elucidated, especially in the lower classes, until it may be said to be digested and assimilated by the pupils. Biblical history also receives a large share of attention, and is intended to give the student an intelligent apprehension of the history of salvation as foreshadowed in the Old Testament and fulfilled in the New. Both the English and German Bibles are used. In the upper classes, the students having acquired the knowledge of Greek, some portion of the New Testament is studied in detail on the basis of the original text.

Hebrew.

The course in Hebrew extends over two years. Its object is to give the student a thorough grasp of the grammatical principles of the language both in etymology and syntax. Special stress is laid on the acquisition of a tolerably full vocabulary, so that the student is well equipped for exegetical work on entering the theological seminary. During the second year, portions of historical Hebrew narrative are read and expounded.

Latin and Greek.

Concordia College offers a thorough course in Latin and Greek. To the former, seven weekly periods are devoted throughout the entire six years' course, while the study of the latter is begun in Quarta, receiving six weekly periods for four years. Concordia College believes, in spite of assertions and declamations to the contrary, that a knowledge of these ancient languages constitutes one of the indispensable foundations of a broad and general culture. Whether regarded as an instrument to develop mental power and the reasoning faculty, or as a key to unlock many hidden treasures of learning, or as an accomplishment necessary for an intelligent appreciation of the masterpieces in modern literature, Latin and Greek must ever hold a prominent place in higher education.

With this conviction, Concordia College aims first of all to lay a secure and solid foundation in the elements of grammar, not rushing the student into Caesar or Xenophon by any short and easy method, but introducing him to these authors only after he has acquired such knowledge of etymology and syntax as to enable him to read them with a fair degree of ease and confidence. While realizing that grammar, in any language, may be unduly emphasized, Concordia College insists that the grammar put in the boy's hands is not merely to be consulted occasionally as a work of reference,

CORRIDOR IN RECITATION HALL.

but a book to be studied and mastered. For this purpose much written and oral composition is required.

As for the reading of classical writers, it is rather intensive than extensive, thoroughness and accuracy not being sacrificed to quantity and bulk. However, the student forms a good acquaintance with the principal writers of classical antiquity. Any one graduating with honors in these branches is well equipped, either to pursue work independently, or to enter into the wider field of philology in the university.

German.

This department is naturally strong, most of the students being of German parentage and entering the institution with a living knowledge of the language. The course seeks to give the student a ready command of the vast resources of the German tongue, to teach him to use it, whether orally or with the pen, with ease and elegance, and to impart to him a knowledge of its history and literature. Much written work in the shape of paraphrases, abstracts, or original compositions is required throughout the entire course. Numerous selections from representative prose writers, a large number of poems and dramas are read and analyzed, and their literary excellence exhibited. Thus the student insensibly acquires a refined literary taste and learns to fashion his own style after the pattern of finished masterpieces. It may be added that every recitation is begun with a declamation by a member of the class. In this way the students are taught the art of correct pronunciation, enunciation, and emphasis. The principles of gesticulation are taught in the two upper classes.

English.

The work in English is similar to that in German. All the students of Concordia College are expected to speak and write both languages with equal readiness and facility. English, therefore, receives a proportionate share of time. The course is designed to furnish the student with the power of correct oral and literary expression, to stimulate a love of reading, and to acquaint him with the vast fields of English literature. To this end, stress is laid on exact grammatical knowledge and correct pronunciation as well as on the rules of composition and rhetoric. But since mere technical knowledge is necessarily inadequate, much reading and writing is required. Not only is the student expected to be fully prepared on all selections read and discussed in the classroom, but supplementary private reading, suited to his grade, is assigned him, and he must satisfy his instructor that he has done this work carefully and conscientiously. As in the German department, numerous essays, compositions, abstracts, and summaries constitute an important part of the English work, with a view to train the student to think methodically and to clothe his thought in adequate language. Representative works of both British and American authors are read and analyzed in the classroom, while an outline of the history of English literature gives the student a general knowledge of the development of English in its various literary forms, at the same time inviting him to more extended reading and study. In the English department also each recitation is begun with a declamation.

ROW OF PROFESSORS' HOUSES.

French.

For lack of time the course in French is somewhat limited, confining itself to the rudiments of grammar and the pronunciation. Nevertheless, the energetic student may, with the aid thus offered, easily continue independent study and acquire a good reading knowledge of the language.

History.

Cicero describes history as the **testis temporum** and the **magistra vitae.** And such it is. It is the record of man's doings and achievements, summing up the final results of all the forces, physical, intellectual, moral, and religious, of the human race. Nothing, therefore, can be better suited to enlarge the student's horizon, to broaden his outlook on human life and affairs, to widen his sympathies and educate his judgment than an intelligent study of the great drama of human history. Conscious of these facts, Concordia College aims to give its students such a knowledge of history, ancient, medieval, and modern, as every well-informed and cultured person must be expected to possess. The method employed is to place in the hands of the student an approved textbook, the contents of which he is expected to master, while supplementary lectures and collateral reading serve to round off his knowledge.

Geography.

Geography receives such attention as a good general education requires. Two years of instruction are devoted to it. Apart from its value as an independent study it is an indispensable accessory in the teaching of history.

Mathematics.

As an instrument of mental discipline, mathematics occupies a foremost place. It is the object of the course to train the student in close, consecutive reasoning and to cultivate and develop the power of correct logical deduction. The course includes practical arithmetic, algebra, plane and solid geometry, and trigonometry.

Science.

The courses are intended to give a general survey of the field of the natural sciences. Instruction in chemistry aims to furnish the student a good practical knowledge of elementary inorganic chemistry, the subject being taught by means of text books, lectures, and illustrative experiments on the part of the instructor. The course in physics aims to acquaint the student with the laws underlying natural phenomena, to cultivate habits of observation, and to lead to an intelligent appreciation of nature's manifold wonders. The physical department is equipped with a stereopticon and other apparatus necessary for experiments. The biological course embraces

MUSEUM

the study of the numerous forms of plant and animal life, culminating with the study of man in his physical aspect, this including anatomy, physiology, and hygiene.

Music.

It is not the purpose of this department to give technical and theoretic instruction in music. This does not fall within the aims of Concordia College. The entire student body is, however, instructed in the principles of correct singing once a week, special attention being given to the rich treasury of choral melodies, justly prized by the Lutheran Church. Students are also encouraged to play an instrument, and an orchestra, under the leadership of a special instructor, is in a flourishing condition. It is understood, however, that the time and attention given to music is not to interfere with the regular, prescribed studies.

Gymnastics and Athletics.

While the aim of Concordia College is primarily to guide and stimulate the mental, moral, and religious growth of the student, the second part of the poet's dictum (mens sana in corpore sano) is not overlooked. The College, therefore, has made provision for regular gymnastic training under the direction of a competent instructor. Four hours of each week are set apart for this purpose, and participation in all the exercises is obligatory.

In spring and early autumn, the college campus offers good facilities for outdoor sports, baseball naturally being the college game. But though in hearty sympathy with athletics, Concordia College discountenances all excessive tendencies in this direction. As a matter of fact, the importance attached to athletics in many institutions of our country is manifestly incongruous with the proper aims of any college. Athletics can never justly be regarded as other than a means of healthy exercise and recreation, and are, therefore, to be kept within reasonable bounds. It might be added that football, for reasons obvious to any judicious observer, is forbidden. Basket ball, on the other hand, forms one of the chief indoor sports during the winter season.

Educational Adjuncts.

The principal educational adjuncts are the museum and the library.

The museum is made up of a mineral cabinet, containing many rare and unique specimens, a valuable collection of mounted bird skins, a well selected cabinet of physical apparatus, a large collection of shells, an entomological cabinet, a collection of American antiquities, and several smaller collections of objects of general interest, besides a full series of maps, charts, and models to illustrate crystalline forms, etc.

There are two libraries, one for the exclusive use of the teachers, the other for the students. The former includes the leading works in history, philology, natural science, etc. The latter is al-

CONCORDIA COLLEGE ORCHESTRA, 1915.

most evenly composed of standard English and German works, which cover all departments of literature. Books are issued once a week; but the students are not at liberty to draw those books for which they have a momentary fancy, the reading of the pupils being superintended and guided by the librarian, a member of the faculty.

It may be here noted that the city also possesses an excellent library and an art gallery, both of which institutions, together with the well-stocked museum and the zoological garden, are valuable auxiliaries in the matter of education.

Literary Societies.

Besides the regular courses of instruction, an important educational factor are the literary societies of the various classes. The work required in the preparation of speeches, essays, debates, and the like involves reading and study of a more general and diversified character than the regular routine of classroom work calls for, and hence affords the student abundant opportunity of increasing his stock of knowledge in various directions. At the same time, the practice of debating develops the faculty of ready speech and imparts selfconfidence in appearing before an audience. Membership in these societies is optional, but most of the students join at their own initiative.

Expenses.

Pupils studying for the ministry are exempt from charges for tuition. Pupils qualifying for a vocation other than the ministry pay a tuition fee of forty dollars per annum. The same fee is paid by all those pupils of the former class, who, for some reason or other, leave the College, except in cases of relegation, protracted illness, or consilium abeundi (advice to give up study).

Entrance, lodging, and graduation are free to all pupils.

The cost of board is $84.00 per annum, payable in quarterly installments. This includes all charges for light, fuel, medical treatment, physical training, and use of library.

The college furnishes, free of charge, each student a sanitary bedstead with coil spring, bed sheets, pillow slips (size 14x28 in.), and a spread. The student is expected to supply himself with a mattress, blankets, and a pillow.

All laundering is done at the expense of the institution, with the exception of starched shirts, collars, and cuffs.

The yearly expenses for textbooks range from about ten to fourteen dollars.

Expenses for stationery, membership in literary or athletic organizations, and the like, are comparatively light.

Terms.

The college year is divided into two terms.

The first term extends from the first Wednesday in September to the thirty-first day of January.

CONCORDIA BASE BALL SQUAD, 1915.

The second term begins on the first day of February and continues until last Friday of June.

The college year embraces a period of forty weeks of instruction, barring the short Christmas and Easter vacations and a few single holidays.

Reports and Diplomas.

At the close of each term, the standing of each student is determined in the various branches and a report sent to the parents or guardians. The report contains a detailed statement of the student's proficiency (or deficiency, as the case may be) in the several studies, his regularity in attendance, and his general deportment. The graduating class is awarded diplomas, which are of three grades, the highest distinction attainable being "summo cum honore."

Discipline.

Every student is required to lead a Christian life and conform to the College regulations.

The discipline is exercised in a Christian spirit. Every student is treated with love and patience, and severity is resorted to only when demanded by a proper regard for the spiritual welfare of the student in question as well as by the demoralizing influence he may exert on the School. But even in extreme cases, when it becomes necessary to sever the student's connection with the College, nothing is left undone to make him realize his wrong.

Services are held every morning and evening in the College chapel. They are conducted by the President and attended by all students living at the College. There are no divine services at College on Sundays, as there is a great number of Lutheran churches in Milwaukee, at which the students may worship.

Conditions of Admission.

Students are admitted, as a rule, only at the beginning of the College year. All applications for admission must be accompanied by testimonials of good moral character. **Candidates for admission must have a fair knowledge of English, German, Arithmetic, Geography, and United States History.** Students may enter an advanced class, provided they pass a satisfactory examination or show up certificates issued by recognized schools.

An Announcement.

Pursuant to a resolution passed by Synod several years ago, the Board of Directors and the Faculty have decided to add a special preparatory class (Septima). This is desirable for the reason that the pupils who enter the institution represent such widely varying degrees of preparation that it is impossible to weld them into a homogeneous whole during the first year of their college life. **Henceforth all applicants for admission will be examined,** and all those who fail to pass the examination for Sexta will be obliged to enter the preparatory class.

At the same time we have not dismissed the long-cherished hope that the college course be extended by at least one year. An additional class would render it possible not only to go more extensively into fields already worked, but also to include certain branches which are at present wanting.

A Request.

"The harvest is great, but the laborers are few." The request, therefore, is, Send us many boys to fill the institution. At the same time, it should be remembered that those who contemplate a course of study in Concordia must be fairly gifted and energetic. Otherwise, they cannot hope to perform their daily tasks without being a burden to themselves and a drag upon others. Any boy of good average intelligence, who makes faithful use of his opportunities, will experience no serious difficulty in maintaining a respectable staading in cholarship.

Tabular Statements.

OFFICERS OF JOINT SYNOD.

The Rev. F. PFOTENHAUER, President.....Chicago, Ill.
The Rev. J. MILLER, First Vice President.....Ft. Wayne, Ind.
The Rev. P. BRAND, Second Vice President.....Pittsburgh, Pa.
The Rev. H. SPECKHARD, Third Vice President....Saginaw, Mich.
The Rev. J. A. HILGENDORF, Fourth Vice-Pres...Cheyenne, Wyo.
The Rev. R. D. BIEDERMANN, Secretary.....Indianapolis, Ind.
Mr. E. SEUEL, Treasurer.....St. Louis, Mo.

BOARD OF DIRECTORS OF CONCORDIA COLLEGE, MILWAUKEE, WIS.

The Rev. W. MATTHES, as representative of The Rev. H. Daib, President of the Wisconsin District.....Milwaukee, Wis.
The Rev. B. SIEVERS.....Milwaukee, Wis.
Mr. A. LUEDKE.....Milwaukee, Wis.
Mr. F. PRITZLAFF.....Milwaukee, Wis.
Mr. W. STARKE.....Milwaukee, Wis.

BOARD OF ELECTORS.

The Rev. F. PFOTENHAUER, President of Joint Synod..Chicago, Ill.
The Board of Directors of Concordia College.....Milwaukee, Wis.
The Rev. C. SCHMIDT.....Chicago, Ill.
The Rev. O. KAISER.....Milwaukee, Wis.
The Rev. B. H. SUCCOP.....Ionia, Mich.
The Rev. W. DALLMANN.....Milwaukee, Wis.
The Rev. R. SCHROTH.....Mayville, Wis.

COLLEGE STAFF.

The Rev. M. J. F. ALBRECHT, President of the College, and Instructor in the Principles of Christianity....	appointed	1893
CARL F. W. HUTH, Professor of Classics.....	"	1881
GEORGE W. MUELLER, Prof. of English.....	"	1883
OTTO HATTSTAEDT, Prof. of German.....	"	1884
CARL ROSS, Prof. of Hebrew and Classics.....	"	1890
CARL GAENSSLE, Ph. D., Prof. of Classics.....	"	1904
ARTHUR E. BERGMANN, Prof. of Natural Sciences and Mathematics	"	1911
CARL J. HOMANN, Assistant Professor.....	"	1912
ANDREW MUELLER, Instructor in Gymnastics....	"	1896

Enrolled Students, 1914-1915.

SEXTA.

	Name	Age		Name	Age
1.	R. Amling	13	18.	A. Roeh	14
2.	H. Bauer	15	19.	E. Rutz	15
3.	H. Gieschen	14	20.	A. Schaaf	16
4.	M. Gresch	15	21.	A. Schauer	15
5.	R. Griebling	13	22.	K. Schwermann	15
6.	H. Hallmann	16	23.	H. Schroeder	17
7.	A. Heidel	15	24.	E. Streufert	14
8.	C. Hilgendorf	17	25.	H. Stoffel	15
9.	G. Kalb	15	26.	O. Thusius	18
10.	V. Kansier	14	27.	W. Trampe	15
11.	A. Lange	15	28.	P. Volberding	13
12.	K. March	14	29.	R. Wangerin	16
13.	J. Mueller	16	30.	W. Werning	15
14.	M. Naumann	13	31.	E. Wians	19
15.	K. Neuhaus	14	32.	H. Winkel	14
16.	H. Reischauer	15	33.	A. Wuerdemann	16
17.	L. Reuter	14	34.	A. Wuerffel	14

QUINTA.

	Name	Age		Name	Age
1.	W. Amling	14	16.	O. Hartwig	16
2.	W. Baehr	15	17.	D. Hennig	14
3.	W. Baese	15	18.	E. Hunsinger	15
4.	W. Baumann	16	19.	R. Huth	14
5.	P. Born	15	20.	A. Jagow	16
6.	P. Dallmann	14	21.	E. Kaiser	14
7.	O. Decker	15	22.	E. Keller	18
8.	T. Dierks	15	23.	W. Kleinhans	15
9.	E. Felten	16	24.	F. Korbitz	17
10.	J. Fischer	16	25.	K. Krell	17
11.	P. Gieschen	15	26.	A. Krueger	14
12.	E. Guebert	17	27.	W. Laesch	15
13.	V. Guebert	15	28.	W. Laufer	
14.	F. Haedike	16	29.	K. Lobitz	17
15.	W. Hartmann	16	30.	L. Moore	16

	Name	Age
31.	H. Mueller	16
32.	H. Rowold	16
33.	K. Rutz	15
34.	R. Schalm	18
35.	H. Schedler	17
36.	E. Schoenheider	17
37.	F. Wiese	16
38.	W. Wolter	16
39.	F. Zirbel	17

QUARTA.

	Name	Age
1.	C. Amling	15
2.	A. Bachanz	17
3.	W. Beck	16
4.	J. Berger	18
5.	H. Bloedel	17
6.	R. Bollinger	17
7.	P. Burgdorf	15
8.	E. Busse	16
9.	F. Domke	18
10.	E. Falk	16
11.	A. Folkmann	17
12.	P. Freiburger	16
13.	G. Gieschen	16
14.	W. Gieschen	16
15.	E. Glabe	15
16.	L. Gross	18
17.	E. Hattstaedt	16
18.	T. Hoffmann	17
19.	E. Huth	15
20.	R. Jagow	17
21.	O. Kitzmann	17
22.	H. Klei	16
23.	L. Kohn	16
24.	W. Krahn	18
25.	R. Kremer	16
26.	A. Kroeger	17
27.	K. Krog	17
28.	G. Krueger	19
29.	H. Kuhlow	17
30.	E. Luck	17
31.	W. Maas	15
32.	E. Maendlein	16
33.	A. Mayer	19
34.	J. Marozick	15
35.	W. Mehlberg	17
36.	L. Mielke	16
37.	A. Moore	18
38.	H. Naumann	15
39.	A. Oswald	16
40.	G. Pape	17
41.	L. Richter	16
42.	B. Roth	17
43.	C. Schmidt	15
44.	E. Schroeder	14
45.	W. Seefeldt	16
46.	M. Stelter	16
47.	A. Streufert	16
48.	A. Voss	16

TERTIA.

	Name	Age
1.	J. Boerger	18
2.	A. Goede	18
3.	P. Gose	19
4.	L. Grueber	18
5.	W. Heidorn	18
6.	E. Helfers	19
7.	A. Hemer	18
8.	H. Hunsinger	18
9.	E. Keller	17
10.	J. Kempf	18
11.	H. Kringel	18
12.	E. Kurth	17
13.	H. Machmiller	18
14.	A. Meyer	18
15.	E. Moede	19
16.	W. Oesch	17

	Name	Age
17.	K. Pfotenhauer	18
18.	A. Preisinger	18
19.	H. Proehl	17
20.	A. Puscheck	17
21.	A. Ramelow	17
22.	L. Rincker	18
23.	M. Rische	18
24.	V. Schmidt	18
25.	G. Schneider	18
26.	K. Schneider	18
27.	K. Schulz	18
28.	A. Schwab	19
29.	M. Strasen	17
30.	K. Wild	16

SECUNDA.

	Name	Age
1.	E. Abel	18
2.	V. Andreae	18
3.	A. Arndt	18
4.	O. Arndt	18
5.	V. Bartling	18
6.	M. Berndt	19
7.	R. Cordes	19
8.	E. Frenk	18
9.	A. Frick	19
10.	H. Fricke	19
11.	W. Gausewitz	17
12.	V. Grimm	18
13.	Alex Guebert	19
14.	Arn. Guebert	19
15.	H. Harthun	18
16.	G. Huebner	19
17.	K. Kellermann	18
18.	T. Kleinhans	18
19.	O. Knoll	21
20.	H. Kuring	18
21.	A. Lengling	17
22.	A. Merkenschlager	17
23.	G. Roehrs	19
24.	H. Scholz	18
25.	M. Schroeder	18
26.	W. Schroeder	18
27.	F. Schweppe	17
28.	H. Winter	18

PRIMA.

	Name	Age
1.	H. Albrecht	20
2.	A. Bartling	20
3.	R. Bierlein	21
4.	A. Boelter	21
5.	P. Brauer	19
6.	T. Dorpat	19
7.	W. Gesch	22
8.	R. Gose	20
9.	W. Greve	20
10.	M. Heinecke	21
11.	A. Horn	19
12.	G. Krach	20
13.	W. Kuechle	18
14.	H. Mayer	18
15.	V. Meyer	19
16.	R. Reinemer	20
17.	E. Schmidt	20
18.	F. Schoenheider	19
19.	A. Schroeder	18
20.	G. Theiss	20
21.	F. Wilke	20
22.	G. Witte	21
23.	J. Wuebben	20

Account of Work Done in the Various Classes, 1914-1915.

SEXTA.

RELIGION. Exposition of the Synodical Catechism on the basis of the German text, questions 1—235. Three chief parts of the English text of Luther's catechism were memorized. Five hymns were committed to memory. Bible-reading.—Three periods a week. (Pres. Albrecht.)

LATIN. **Grammar:** Etymology according to Stegmann's Grammar and Oehlert's Lessons in Latin.

Composition: Daily oral and weekly written exercises in translation. Numerous written reviews and examinations.—Seven periods a week. (Prof. Ross.)

GERMAN. **Reading:** Masius's German Reader. Analysis of selected poems.

Grammar: The entire Formenlehre according to Crull's Grammar. Exercises in orthography once a week. Exercises in punctuation.

Composition: Original compositions, weekly written exercises and oral reproductions.

Elocution: Four declamations by each student.—Five periods a week. (Prof. Hottstaedt.)

ENGLISH. **Reading:** Hawthorne's Wonder-Book. Stories from the Arabian Nights, Nos. 117 and 118 of the Riverside Literature Series.

Grammar and Composition: Hyde's Two-Book Course in English, Book II, pp. 1—148.

Spelling: The Modern Spelling Book, pp. 1—62.

Elocution: Four declamations by each student.—Five periods a week. (Prof. Mueller.)

HISTORY. The principal events of Greek and Roman history and of the history of the Early Middle Ages according to Andrae.—Two periods a week. (Prof. Huth.)

GEOGRAPHY. The geography of America, with special attention to the United States.—Two periods a week. (Professor Mueller.)

ARITHMETIC. Fundamental Operations with Integers and Fractions. Practical Measurements. Short Methods. Text: Wentworth-Smith.—Three periods a week. (Prof. Bergmann.)

ZOOLOGY. Amoeba, Sponges, Echinoderms, Worms, Mollusca, Jointed-foot Animals, Fish, Amphibia, Reptilia, Birds, Mammals. Text: Linville and Kellog.—Two periods a week. (Prof. Bergmann.)

PENMANSHIP. German script.—One period a week. (Prof. Hattstaedt.)

QUINTA.

RELIGION. Exposition of the Synodical Catechism, questions 1—207, on the basis of the English text. Five hymns were committed to memory.—Two periods a week. (President Albrecht.)

LATIN. **Grammar:** Etymology completed according to Stegmann's Grammar and Ostermann's Lessons in Latin.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.—Seven periods a week. (Prof. Homann.)

GERMAN. **Reading:** Masius's Reader. Analysis of selected poems.

Grammar: Course of Sexta repeated and extended.

Composition: Original compositions, weekly written exercises in spelling and punctuation.

Elocution: Four declamations by each student. (Prof. Hattstaedt.)

ENGLISH. **Reading:** Hawthorne's Grandfather's Chair completed, Longfellow's Hiawatha and The Courtship of Miles Standish, Starr's American Indians.

Grammar and Composition: Hyde's Two-Book Course in English, Book II, completed and reviewed. Compositions.

Spelling: The Modern Spelling Book, pp. 63—120.

Elocution: Four declamations by each student.—Four periods a week. (Prof. Mueller.

GENERAL HISTORY. Medieval and modern history according to Kaiser-Heine.—Two periods a week. (Prof. Homann.)

UNITED STATES HISTORY. Mace's School History of the United States.—Two periods a week. (Prof. Mueller.)

GEOGRAPHY. The geography of the Old World, according to Daniel's Leitfaden.—Two periods a week. (Prof. Gaenssle.)

ARITHMETIC. Percentage. Ratio and Proportion. Involution. Evolution. Stocks and Bonds. Banking. Exchange. Vocational Problems. Short Methods. Text: Wentworth-Smith.—Three periods a week. (Prof. Bergmann.)

NATURAL SCIENCE. **Botany:** Structure and Work of Plants. Bacteria, Algae, Fungi, Mosses, Ferns, Seedplants. Timber, Forestry, Plant Breeding. Plant Industries. Soil. Weeds. Ecological Groups. Text: Bergen and Caldwell.—Two periods a week. (Prof. Bergmann.)

PENMANSHIP. English script.—One period a week. (Prof. Huth.)

QUARTA. *)

RELIGION. Biblical History, New Testament. The history of Christ and his work in Judea, Galilee, and Samaria. The first Christian church in Judea. Paul's missionary journeys. Three hymns were memorized. Luther's Small Catechism reviewed in the German and English texts. Tests.—Two periods a week. (Pres. Albrecht.)

LATIN. **Reading:** Oehlert's Exercises for IV.

Grammar: The doctrine of the cases according to Stegmann's Grammar and Ostermann's Lessons in Latin.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.—Seven periods a week. (Prof. Ross and Prof. Homann.)

GREEK. **Grammar:** Etymology inclusive of the liquid verbs, according to Kaegi's Grammar and Gerth's Lessons in Greek.
Composition: Written exercises and frequent written reviews.—Six periods a week. (Prof. Huth.)

GERMAN. **Reading:** Selected portions of Masius's German Reader and Hattstaedt's German Literature were read and analyzed. Reading of selected poems.

Grammar: Syntax according to Crull's Grammar.

Composition: Original compositions. Weekly written exercises.

Elocution: Four declamations by each student. Practical exercises in oral expression.—Four periods a week. (Prof. Hattstaedt and Prof. Homann.)

ENGLISH. **Reading:** Irving's The Alhambra, Poe's The Raven, Longfellow's Evangeline and The Courtship of Miles Standish, Whittier's Snow-Bound, Lowell's The Vision of Sir Launfal.

Composition: Woolley's Handbook of Composition, pp. 67—160. Original compositions.

Spelling: The Modern Spelling Book completed.

Elocution: Four declamations by each student.—Four periods a week. (Prof. Homann and Prof. Mueller.)

HISTORY. History of the ancient Greeks and Romans to the time of the Gracchi.—Two periods a week. (Prof. Huth.)

MATHEMATICS. **Algebra:** Fundamental Operations, Factoring, Fractions. Ratio and Proportion. Linear Equations. Systems of Equations. Graphs. Square Root and Radicals. Quadratic Equations. Text: Hawkes-Luby-Tonton. —Four periods a week. (Prof. Bergmann and Prof. Homann.)

SCIENCE. **General Chemistry:** Oxygen, Hydrogen, Nitrogen and Their Compounds. Atmosphere. Nitrogen. Acids, Bases, and Salts. Other Nonmetals. Metals. Atomic Theory. Valence. Periodic Law. Molecular and Atomic Weights, Formulas. Some Simple Organic Compounds. Text: Peters.—One period a week. (Prof. Bergmann.)

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*) In English, German, and Mathematics Quinta was divided into two parallel classes, one of the divisions being in charge of Prof. Homann.

TERTIA.

RELIGION. Biblical History. Christ's birth and childhood. His appearance in Judea, prophetic work in Galilee, his journeys through Samaria and Perea. The first Christian church in Palestine. St. Paul's missionary journeys. Text of Luther's Small Catechism was reviewed.—Two periods a week. (Pres. Albrecht.)

LATIN. **Reading:** Caesar de Bello Gallico, Books I—IV. Selections from Ovid's Metamorphoses.

Grammar: Syntax according to Stegmann's Grammar and Ostermann's Lessons in Latin.

Compositions: Exercises in oral translation. Weekly written exercises.—Seven periods a week. (Prof. Gaenssle.)

GREEK. **Reading:** Xenophon, Anabasis, Books I and IV.

Grammar: Verbs of the second conjugation and anomalous verbs according to Kaegi's Grammar and Gerth's Lessons in Greek, Part II. Written exercises and tests.—Six periods a week. (Prof. Huth.)

GERMAN. **Reading:** Schiller, Wilhelm Tell; Uhland, Ernst, Herzog von Schwaben. Herder, Der Cid. Schiller, Das Lied von der Glocke. Numerous poems by various authors were read and analyzed.

Grammar: Review of the more difficult rules of grammar.

Rhetoric: Figures of speech.

Composition: Original compositions. Bi-weekly written exercises in the classroom, based in part on matter previously read.

Elocution: Four declamations by each student.—Three periods a week. (Prof. Hattstaedt.)

ENGLISH. History of American Literature. Matthews's Introduction to American Literature.

Reading: Webster's First Bunker Hill Oration. Holmes' The Autocrat of the Breakfast Table. Shakespeare's The Merchant of Venice.

Composition: Woolley's Handbook of Composition completed. Original compositions.

Elocution: Four declamations by each student.—Four periods a week. (Prof. Mueller.)

FRENCH. Elements of French according to Ploetz.—One period a week. (Prof. Hattstaedt.)

HISTORY. Roman and medieval history to the Hohenstaufen period.—Two periods a week. (Prof. Huth.)

MATHEMATICS. Geometry, Lines, Angles, Triangles, Quadrilateral Polygons. Circles. Theory of Limits. Angle measure. Proportion, Similar Polygons. Numerical Properties of Figures, Areas. Regular Polygons. Maxima and Minima. Construction Problems. Exercises. Originals. Recreations.—Four periods a week. (Prof. Bergmann.)

SCIENCE. Molecular Forces and Motions. Mechanics of Liquids and Gases. Force and Motion. Work and Energy. Production and Transmission of Heat. Heat and Work. Laws. Formulae. Problems. Text: Tower, Smith and Tonton.—One period a week. (Prof. Bergmann.)

SECUNDA.

RELIGION. Exposition of the Synodical Catechism. questions1--200 and 320—351. All proof texts were committed to memory. Written tests.—Two periods a week. (Pres. Albrecht.)

LATIN. **Reading:** Livy, Selections from Books I and II. Cicero, Orations Pro Ligario and Deiotaro. Virgil, Books I and II.

Grammar and Composition: Repetition of Syntax according to Stegmann's Grammar and Ostermann's Lessons in Latin.—Seven periods a week. (Prof. Ross.)

GREEK. **Reading:** Homer, Odyssey, Books I, VI, VII, VIII, IX. Selections from Wilamowitz Greek Reader, Part I. Lysias, Orations XVI and XXXI.

Grammar and Composition: Doctrine of the Cases and Tenses according to Kaegi. Exercises and tests.—Six weekly periods. (Prof. Huth.)

HEBREW.The noun and regular verb according to Schmidt's Grammar and Uebungsbuch. Weekly exercises. Written tests. —Three periods a week. (Prof. Ross.)

GERMAN. History of German Literature from the earliest times to the days of Luther.

Reading: Nibelungenlied. Schiller, Wallenstein.

ENGLISH. History of English Literature. English Literature from the beginning to the death of Shakespeare.

Reading: Shakespeare's King Henry V. The Sir Roger de Coverley Papers, Scott's Lady of the Lake, Macaulay's Life of Samuel Johnson.

Composition: Original Compositions.

Elocution: Three declamations by each student.—Three periods a week. (Prof. Mueller.)

MATHEMATICS. **Geometry:** Review of Plane Geometry. Lines and Planes. Dihedral and Polyhedral Angles. Prisms and Parallelopipeds, Pyramids, Cylinders, Cones, Similar figures, The Sphere, Loci, Fallacies. Construction problems. Exercises. Originals. Recreations.

SCIENCE. **General Physics:** Magnetism. Static Electricity. Electric Currents Produced by Voltaic Cells. Effects of Electrical Currents. Electrical Measurements. Chemical and Heat Effects of Electric Currents, Induced Currents, Sound, Light, Invisible Radiations, Laws, Formulae, Problems. Text: Tower, Smith and Tonton.—One period per week. (Prof. Bergmann.)

HISTORY. European History from the Migrations to the Thirty Years' War.—Two periods a week. (Prof. Gaenssle.)

PRIMA.

RELIGION. The Gospel of St. Mark read in the original Greek and expounded. Review of the entire Synodical Catechism.—Two periods a week. (Pres. Albrecht.)

LATIN. **Reading:** Tacitus, Agricola. Cicero, Selections from philosophical writings. (In connection herewith a brief outline of the history of Greek philosophy was given). Horace, Selections from the Odes, Satires and Epistles.

Grammar and Composition: Translation from German into Latin according to Ostermann. Written reviews.—Seven periods a week. (Prof. Gaenssle.)

GREEK. **Reading:** Homer, Iliad, Three books. Demosthenes, The three Olynthiac orations and the first oration against Philip of Macedon. Plato, Apology. Euripides, Medea.

Grammar: Greek Syntax completed according to Kaegi's grammar and Eichler's Uebungsbuch.—Six periods a week. (Prof. Gaenssle.)

HEBREW. The irregular verb according to Schmidt's Grammar and Lessons in Hebrew.—Three periods a week. (Prof. Ross.)

GERMAN. History of German Literature from Luther to the present time, according to Hattstaedt's Handbuch.

Reading: Goethe, Iphigenie auf Tauris. Grillparzer, Koenig Ottokars Glueck und Ende. Numerous selections from noted poets and prose writers.

Composition: Original compositions.

Elocution: Three declamations by each student, with special attention to gesticulation.—Three periods a week. (Prof. Hattstaedt.)

ENGLISH. History of English Literature from the Elizabethan to the Victorian age.

Reading: Shakespeare's Macbeth, Milton's Paradise Lost, Books V and VI, Thackeray's The English Humorists, and Tennyson's Lancelot and Elaine.

Composition: Original compositions.

Elocution: Three declamations by each student.—Three periods a week. (Prof. Mueller.)

HISTORY. European history from the death of Luther to the downfall of Napoleon I.—Two periods a week. (Prof. Hattstaedt.)

MATHEMATICS. **Algebra:** Review of Quarta Pensum. Systems of Quadratic Equations. Graphs. Irrational Equations. Progressions. Limits and Infinity. Variation. Imaginaries. Binomial Theorem. Logarithms. Text: Hawks-Luby-Tonton. One Semester, three periods a week. (Prof. Bergmann.)

Trigonometry: Functions of acute angles. Right Triangles. Goniometry. Areas. Plane, Parallel, and Middle Latitude Sailing. Traverse Sailing. Text: Wentworth. One Semester, three periods per week. (Prof. Bergmann.)

SCIENCE. Anatomy, Physiology, Hygiene. Text: Blaisdell.—One period per week. (Prof. Bergmann.)

Classification by Residences of Pupils, 1881-1915.

Wisconsin	747	Maryland	5
Illinois	558	N. Dakota	3
Michigan	126	Massachusetts	3
Missouri	105	Arkansas	3
Minnesota	95	Texas	2
Iowa	77	Arg. Rep., S. A.	2
Nebraska	46	New Jersey	2
New York	27	Washington	2
S. Dakota	21	Connecticut	1
Germany	21	Pennsylvania	1
Indiana	18	Kentucky	1
Kansas	15	Alabama	1
California	12	New Zealand	2
Canada	9	Hindustan	1
Ohio	8		
Oregon	6		1920

Classification by Enrollments of Pupils, 1881-1915.

Collegiate Year	New-comers	Total Enrollment	Collegiate Year	New-comers	Total Enrollment
1881—82	19	19	1898—99	43	190
1882—83	27	41	1899—1900	43	185
1883—84	78	113	1900—1901	56	185
1884—85	52	149	1901—1902	87	237
1885—86	59	169	1902—1903	64	232
1886—87	43	164	1903—1904	83	250
1887—88	39	132	1904—1905	79	252
1888—89	46	123	1905—1906	49	236
1889—90	63	141	1906—1907	60	216
1890—91	66	182	1907—1908	65	214
1891—92	58	201	1908—1909	55	212
1892—93	77	225	1909—1910	32	187
1893—94	51	227	1910—1911	57	195
1894—95	49	213	1911—1912	47	202
1895—96	45	179	1912—1913	84	237
1896—97	72	207	1913—1914	64	241
1897—98	65	219	1914—1915	42	202

MOTTO OF THE CLASS OF 1915:

PERSEVERANDO VINCES

of the Blackwall stages. But *it is certain that those who will not crack the shell of* HISTORY *will not get at the kernel.* Johnson, with hasty arrogance, pronounced the kernel worthless, because he saw no value in the shell. *The real use* of traveling to distant countries and *of studying the annals of past times is to preserve men from the contraction of mind which those can hardly escape whose whole communion is with one generation and one neighborhood, who arrive at conclusions by means of an induction not sufficiently copious, and who, therefore, constantly confound exceptions with rules, and accidents with essential properties.* In short, the real use of traveling and of studying history is to keep men from being what Tom Dawson was in fiction, and Samuel Johnson in reality."—*Lord Macaulay.*

"Reading maketh a full man, conference a ready man, and writing an exact man; and therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the MATHEMATICS subtle; natural philosophy deep; moral, grave; logic and rhetoric, able to contend. Abeunt in studia mores. [Studies pass into the character, or, Manners are influenced by studies.] Nay, *there is no stond* [hindrance] *or impediment in the wit, but may be wrought out by fit studies,* like as diseases of the body may have appropriate exercises.... Gentle walking is good for the stomach, riding for the head, and the like; *so if a man's wits be wandering, let him study the mathematics, for in demonstrations, if his wit be called away never so little, he must begin again....* So every defect of the mind may have a special receipt."—*Francis Bacon.*

"*Education, that glorious word* which is so much used and so much abused, grasps within its golden rim everything which can develop, strengthen, harmonize, intensify, and render effective all those faculties of our entire nature, intellectual and corporeal, which the Creator has endowed us with; and in the logical application of this truth, it stands forth in assertion of the long-despised and repudiated claims of the body. It *says that since every part of our nature is the sacred gift of God, he who neglects his body, who calumniates his body, who misuses it, who allows it to grow up puny, frail, sickly, misshapen, homely, commits a sin against the Giver of the body."—Moses Coit Tyler.*

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1915/16

Concordia College

MILWAUKEE, WIS.

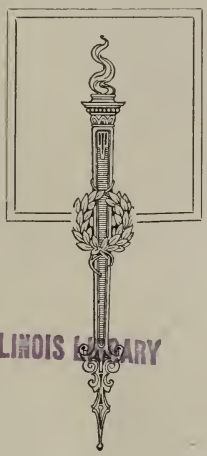
1915-1916

CATALOGUE

of

Concordia College

MILWAUKEE, WIS.



UNIVERSITY OF ILLINOIS LIBRARY

ISSUED AT THE
END OF ITS THIRTY-FIFTH YEAR, 1915-1916
PUBLISHED BY THE COLLEGE

Calendar for 1916-1917.

First Term begins	Sept. 6.
Lessons begin	Sept. 7.
Reformation Day	Oct. 31.
Thanksgiving Day	Nov. 30.
Christmas Vacation begins	Dec. 22.
First Terms ends	Jan. 31.
Second Term begins	Feb. 1.
Washington's Birthday	Feb. 22.
Easter Vacation begins	March 30.
Ascension Day	May 17.
Monday after Whitsunday	May 28.
Decoration Day	May 30.
Second Term ends	June 29.

ALL CORRESPONDENCE

to be addressed to the President, The REV. M. J. F. ALBRECHT, Concordia College, Milwaukee, Wis.

CONCORDIA COLLEGE, MILWAUKEE, WIS.

Concordia College

Concordia College is an institution of the Church, being conducted and supported by the "Evangelical Lutheran Synod of Missouri, Ohio, and other States," the largest branch of the Lutheran Church in America.

The special object of the education afforded in Concordia College is to prepare Christian young men for a thorough course in theology. The College may, therefore, be considered a preparatory institution for such Lutheran divinity schools as require for admission a thorough acquaintance with Latin and Greek, a good working knowledge of Hebrew, and a mastery of English and German.

At the same time it is the general aim of Concordia College to fit young men to pursue successfully the advanced courses of study offered by the best universities of the country, as well as to instruct and preserve its charges in the true Christian faith as taught in the Evangelical Lutheran Church.

With this end in view, Concordia College was modeled after the "gymnasia" of Germany, where most time and energy are expended on the classics. But in order to give young men committed to the care of the institution a culture somewhat more suited to their wants as American citizens, certain branches of knowledge were added to the curriculum, not commonly included in the Latin schools of Europe.

The course of studies, all of which are obligatory, extends over a period of six years. The classes are designated by Latin names, viz., Prima (first class), Secunda (second class), Tertia (third class), Quarta (fourth class), Quinta (fifth class), Sexta (sixth class). The two lower classes, Sexta and Quinta, are preparatory classes, though the study of Latin is begun in Sexta.

Grounds.

Concordia College is situated in the western part of Milwaukee, near the city limits. The site is elevated, healthy, and beautiful, and possesses every advantage of country and city life.

The grounds contain about seven and one half acres of land intersected on the north by State Street and on the south by Cedar Street. The first of the smaller parts thus cut off has been converted into a ball field for younger Concordians; the second contains residences occupied by professors of Concordia. The large tract which remains affords a roomy campus divided by the College buildings into three sections. The northwest section has been laid out to be used as ball grounds; the northern and southern sections are parked, furnishing in their close-clipped lawns and their shade trees, desirable places for recreation. At the northeast corner of the tract in question, corner of Thirty-First and State streets, stands the residence of the President of the College.

Buildings.

Concordia College has three main buildings, besides a gymnasium, a kitchen, a hospital, and seven residences.

The Recitation Hall is an imposing structure, which consists of two wings and a central edifice. The width of the building is 126 feet, while the depth of the wings and the central portion is 74 and 86 feet respectively. The building is composed of two stories, faced with St. Louis pressed brick, and a solid foundation, faced with Bedford sandstone. Visitors admire the large surface of plate glass in the front elevation and two massive columns at the main entrance.

This building is used only for purposes of instruction and worship. It contains eight large classrooms, the museum, the professors' library, and the chapel, besides the office and the Dr. Wm. Sihler library. The classrooms are perfect in their way, well-lighted, well-ventilated, of simple and substantial elegance. The chapel is an architectural gem. The ceiling and walls are covered with elaborate stuccowork overlaid with gilt. Other features of the chapel are a fine pipe organ and rich cathedral glass windows, the latter of which were donated by the alumni. The professors' library is also a magnificent apartment. All the woodwork of the building consists of red oak with antique stain, and hard maple.

West of the Recitation Hall, there is a large dormitory, which contains living and sleeping apartments. It also contains a spacious dining room, which is connected by a covered passageway with the kitchen—a frame structure of considerable dimensions.

Northeast of the kitchen, there stands what is styled the Old Building, a fine old structure of cream-colored brick with sandstone dressings. This also is a dormitory.

The Gymnasium is a structure 40x80 feet, and well equipped with the necessary apparatus.

The Hospital, though a small building, is perfectly adapted for its purposes. Its cheerful environs make it a pleasant home for the patients of Concordia.

Courses of Instruction.

Religion.

Since the training of young men who look to the ministry as their lifework is the special aim of Concordia College, due emphasis is laid on the religious and spiritual side of the student's education. Luther's catechism, that unrivaled compendium of Christian truth, is carefully expounded and elucidated, especially in the lower classes, until it may be said to be digested and assimilated by the pupils. Biblical history also receives a large share of attention, and is intended to give the student an intelligent apprehension of the history of salvation as foreshadowed in the Old Testament and fulfilled in the New. Both the English and German Bibles are used. In the upper classes, the students having acquired the knowledge of Greek, some portion of the New Testament is studied in detail on the basis of the original text.

Hebrew.

The course in Hebrew extends over two years. Its object is to give the student a thorough grasp of the grammatical principles of the language both in etymology and syntax. Special stress is laid on the acquisition of a tolerably full vocabulary, so that the student is well equipped for exegetical work on entering the theological seminary. During the second year, portions of historical Hebrew narrative are read and expounded.

Latin and Greek.

Concordia College offers a thorough course in Latin and Greek. To the former, seven weekly periods are devoted throughout the entire six years' course, while the study of the latter is begun in Quarta, receiving six weekly periods for four years. Concordia College believes, in spite of assertions and declamations to the contrary, that a knowledge of these ancient languages constitutes one of the indispensable foundations of a broad and general culture. Whether regarded as an instrument to develop mental power and the reasoning faculty, or as a key to unlock many hidden treasures of learning, or as an accomplishment necessary for an intelligent appreciation of the masterpieces in modern literature, Latin and Greek must ever hold a prominent place in higher education.

With this conviction, Concordia College aims first of all to lay a secure and solid foundation in the elements of grammar, not rushing the student into Caesar or Xenophon by any short and easy method, but introducing him to these authors only after he has acquired such knowledge of etymology and syntax as to enable him to read them with a fair degree of ease and confidence. While realizing that grammar, in any language, may be unduly emphasized, Concordia College insists that the grammar put in the boy's hands is not merely to be consulted occasionally as a work of reference,

but a book to be studied and mastered. For this purpose much written and oral composition is required.

As for the reading of classical writers, it is rather intensive than extensive, thoroughness and accuracy not being sacrificed to quantity and bulk. However, the student forms a good acquaintance with the principal writers of classical antiquity. Any one graduating with honors in these branches is well equipped, either to pursue work independently, or to enter into the wider field of philology in the university.

German.

This department is naturally strong, most of the students being of German parentage and entering the institution with a living knowledge of the language. The course seeks to give the student a ready command of the vast resources of the German tongue, to teach him to use it, whether orally or with the pen, with ease and elegance, and to impart to him a knowledge of its history and literature. Much written work in the shape of paraphrases, abstracts, or original compositions is required throughout the entire course. Numerous selections from representative prose writers, a large number of poems and dramas are read and analyzed, and their literary excellence exhibited. Thus the student insensibly acquires a refined literary taste and learns to fashion his own style after the pattern of finished masterpieces. It may be added that every recitation is begun with a declamation by a member of the class. In this way the students are taught the art of correct pronunciation, enunciation, and emphasis. The principles of gesticulation are taught in the two upper classes.

English.

The work in English is similar to that in German. All the students of Concordia College are expected to speak and write both languages with equal readiness and facility. English, therefore, receives a proportionate share of time. The course is designed to furnish the student with the power of correct oral and literary expression, to stimulate a love of reading, and to acquaint him with the vast fields of English literature. To this end, stress is laid on exact grammatical knowledge and correct pronunciation as well as on the rules of composition and rhetoric. But since mere technical knowledge is necessarily inadequate, much reading and writing is required. Not only is the student expected to be fully prepared on all selections read and discussed in the classroom, but supplementary private reading, suited to his grade, is assigned him, and he must satisfy his instructor that he has done this work carefully and conscientiously. As in the German department, numerous essays, compositions, abstracts, and summaries constitute an important part of the English work, with a view to train the student to think methodically and to clothe his thought in adequate language. Representative works of both British and American authors are read and analyzed in the classroom, while an outline of the history of English literature gives the student a general knowledge of the development of English in its various literary forms, at the same time inviting him to more extended reading and study. In the English department also each recitation is begun with a declamation.

French.

For lack of time the course in French is somewhat limited, confining itself to the rudiments of grammar and the pronunciation. Nevertheless, the energetic student may, with the aid thus offered, easily continue independent study and acquire a good reading knowledge of the language.

History.

Cicero describes history as the **testis temporum** and the **magistra vitae.** And such it is. It is the record of man's doings and achievements, summing up the final results of all the forces, physical, intellectual, moral, and religious, of the human race. Nothing, therefore, can be better suited to enlarge the student's horizon, to broaden his outlook on human life and affairs, to widen his sympathies and educate his judgment than an intelligent study of the great drama of human history. Conscious of these facts, Concordia College aims to give its students such a knowledge of history, ancient, medieval, and modern, as every well-informed and cultured person must be expected to possess. The method employed is to place in the hands of the student an approved textbook, the contents of which he is expected to master, while supplementary lectures and collateral reading serve to round off his knowledge.

Geography.

Geography receives such attention as a good general education requires. Two years of instruction are devoted to it. Apart from its value as an independent study it is an indispensable accessory in the teaching of history.

Mathematics.

As an instrument of mental discipline, mathematics occupies a foremost place. It is the object of the course to train the student in close, consecutive reasoning and to cultivate and develop the power of correct logical deduction. The course includes practical arithmetic, algebra, plane and solid geometry, and trigonometry.

Science.

The courses are intended to give a general survey of the field of the natural sciences. Instruction in chemistry aims to furnish the student a good practical knowledge of elementary inorganic chemistry, the subject being taught by means of text books, lectures, and illustrative experiments on the part of the instructor. The course in physics aims to acquaint the student with the laws underlying natural phenomena, to cultivate habits of observation, and to lead to an intelligent appreciation of nature's manifold wonders. The physical department is equipped with a stereopticon and other apparatus necessary for experiments. The biological course embraces

the study of the numerous forms of plant and animal life, culminating with the study of man in his physical aspect, this including anatomy, physiology, and hygiene.

Music.

It is not the purpose of this department to give technical and theoretic instruction in music. This does not fall within the aims of Concordia College. The entire student body is, however, instructed in the principles of correct singing once a week, special attention being given to the rich treasury of choral melodies, justly prized by the Lutheran Church. Students are also encouraged to play an instrument, and an orchestra, under the leadership of a special instructor, is in a flourishing condition. It is understood, however, that the time and attention given to music is not to interfere with the regular, prescribed studies.

Gymnastics and Athletics.

While the aim of Concordia College is primarily to guide and stimulate the mental, moral, and religious growth of the student, the second part of the poet's dictum (mens sana in corpore sano) is not overlooked. The College, therefore, has made provision for regular gymnastic training under the direction of a competent instructor. Four hours of each week are set apart for this purpose, and participation in all the exercises is obligatory.

In spring and early autumn, the college campus offers good facilities for outdoor sports, baseball naturally being the college game. But though in hearty sympathy with athletics, Concordia College discountenances all excessive tendencies in this direction. As a matter of fact, the importance attached to athletics in many institutions of our country is manifestly incongruous with the proper aims of any college. Athletics can never justly be regarded as other than a means of healthy exercise and recreation, and are, therefore, to be kept within reasonable bounds. It might be added that football, for reasons obvious to any judicious observer, is forbidden. Basket ball, on the other hand, forms one of the chief indoor sports during the winter season.

Educational Adjuncts.

The principal educational adjuncts are the museum and the library.

The museum is made up of a mineral cabinet, containing many rare and unique specimens, a valuable collection of mounted bird skins, a well selected cabinet of physical apparatus, a large collection of shells, an entomological cabinet, a collection of American antiquities, and several smaller collections of objects of general interest, besides a full series of maps, charts, and models to illustrate crystalline forms, etc.

There are two libraries, one for the exclusive use of the teachers, the other for the students. The former includes the leading works in history, philology, natural science, etc. The latter is al-

most evenly composed of standard English and German works, which cover all departments of literature. Books are issued once a week; but the students are not at liberty to draw those books for which they have a momentary fancy, the reading of the pupils being superintended and guided by the librarian, a member of the faculty.

It may be here noted that the city also possesses an excellent library and an art gallery, both of which institutions, together with the well-stocked museum and the zoological garden, are valuable auxiliaries in the matter of education.

Literary Societies.

Besides the regular courses of instruction, an important educational factor are the literary societies of the various classes. The work required in the preparation of speeches, essays, debates, and the like involves reading and study of a more general and diversified character than the regular routine of classroom work calls for, and hence affords the student abundant opportunity of increasing his stock of knowledge in various directions. At the same time, the practice of debating develops the faculty of ready speech and imparts selfconfidence in appearing before an audience. Membership in these societies is optional, but most of the students join at their own initiative.

Expenses.

Pupils studying for the ministry are exempt from charges for tuition. Pupils qualifying for a vocation other than the ministry pay a tuition fee of forty dollars per annum. The same fee is paid by all those pupils of the former class, who, for some reason or other, leave the College, except in cases of relegation, protracted illness, or consilium abeundi (advice to give up study).

Entrance, lodging, and graduation are free to all pupils.

The cost of board is $84.00 per annum, payable in quarterly installments. This includes all charges for light, fuel, medical treatment, physical training, and use of library.

The college furnishes, free of charge, each student a sanitary bedstead with coil spring, bed sheets, pillow slips (size 14x28 in.), and a spread. The student is expected to supply himself with a mattress, blankets, and a pillow.

All laundering is done at the expense of the institution, with the exception of starched shirts, collars, and cuffs.

The yearly expenses for textbooks range from about ten to fourteen dollars.

Expenses for stationery, membership in literary or athletic organizations, and the like, are comparatively light.

Terms.

The college year is divided into two terms.

The first term extends from the first Wednesday in September to the thirty-first day of January.

The second term begins on the first day of February and continues until last Friday of June.

The college year embraces a period of forty weeks of Instruction, barring the short Christmas and Easter vacations and a few single holidays.

Reports and Diplomas.

At the close of each term, the standing of each student is determined in the various branches and a report sent to the parents or guardians. The report contains a detailed statement of the student's proficiency (or deficiency, as the case may be) in the several studies, his regularity in attendance, and his general deportment. The graduating class is awarded diplomas, which are of three grades, the highest distinction attainable being "summo cum honore."

Discipline.

Every student is required to lead a Christian life and conform to the College regulations.

The discipline is exercised in a Christian spirit. Every student is treated with love and patience, and severity is resorted to only when demanded by a proper regard for the spiritual welfare of the student in question as well as by the demoralizing influence he may exert on the School. But even in extreme cases, when it becomes necessary to sever the student's connection with the College, nothing is left undone to make him realize his wrong.

Services are held every morning and evening in the College chapel. They are conducted by the President and attended by all students living at the College. There are no divine services at College on Sundays, as there is a great number of Lutheran churches in Milwaukee, at which the students may worship.

Conditions of Admission.

Students are admitted, as a rule, only at the beginning of the College year. All applications for admission must be accompanied by testimonials of good moral character. **Candidates for admission must have a fair knowledge of English, German, Arithmetic, Geography, and United States History.** Students may enter an advanced class, provided they pass a satisfactory examination or show up certificates issued by recognized schools.

An Announcement.

Pursuant to a resolution passed by Synod several years ago, the Board of Directors and the Faculty have decided to add a special preparatory class (Septima). This is desirable for the reason that the pupils who enter the institution represent such widely varying degrees of preparation that it is impossible to weld them into a homogeneous whole during the first year of their college life. **Henceforth all applicants for admission will be examined,** and all those who fail to pass the examination for Sexta will be obliged to enter the preparatory class.

At the same time we have not dismissed the long-cherished hope that the college course be extended by at least one year. An additional class would render it possible not only to go more extensively into fields already worked, but also to include certain branches which are at present wanting.

A Request.

"The harvest is great, but the laborers are few." The request, therefore, is, Send us many boys to fill the institution. At the same tim, it should be remembered that those who contemplate a course of study in Concordia must be fairly gifted and energetic. Otherwise, they cannot hope to perform their daily tasks without being a burden to themselves and a drag upon others. Any boy of good average intelligence, who makes faithful use of his opportunities, will experience no serious difficulty in maintaining a respectable standing in scholarship.

Tabular Statements.

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The Rev. P. BRAND, Second Vice President.....Pittsburgh, Pa.
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The Rev. W. DALLMANN.....Milwaukee, Wis.
Te Rev. R. SCHROTH.....Mayville, Wis.

COLLEGE STAFF.

The Rev. M. J. F. ALBRECHT, President of the College, and Instructor in the Principles of Christianity....appointed 1893
CARL F. W. HUTH, Professor of Classics..... " 1881
GEORGE W. MUELLER, Prof. of English..... " 1883
OTTO HATTSTAEDT, Prof. of German..... " 1884
CARL ROSS, Prof. of Hebrew and Classics..... " 1890
CARL GAENSSLE, Ph. D., Prof. of Classics..... " 1904
ARTHUR E. BERGMANN, Prof of Natural Sciences and Mathematics ..... " 1911
CARL J HOMANN, Assistant Professor..... " 1912
AUGUST HARDT, Assistant Professor..... " 1915
ANDREW MUELLER, Instructor in Gymnastics.... " 1915

Enrolled Students, 1915-1916.

SEXTA and SEPTIMA.

	Name	Age
1.	H. Baxmann	15
2.	P. Brauer	15
3.	J. Brehm	16
4.	G. Clarkson	15
5.	C. Clausing	16
6.	H. De Heer	15
7.	C. Diez	15
8.	O. Digert	14
9.	W. Fritz	16
10.	R. Goede	15
11.	E. Guebert	14
12.	G. Hass	15
13.	A. Hoenecke	15
14.	R. Jeschke	15
15.	C. Kaiser	14
16.	V. Kansier	15
17.	E. Kilman	17
18.	I. Kitzmann	15
19.	H. Kleinhans	15
20.	Fr. Knoll	16
21.	G. Kreft	16
22.	G. Krog	15
23.	H. Kuechle	15
24.	R. Lange	14
25.	H. Malotky	16
26.	E. Mampe	16
27.	V. Marquardt	15
28.	L. Menking	15
29.	W. Motzkus	18
30.	Fr. Pfotenhauer	16
31.	E. Rahm	16
32.	E. Rosenwinkel	15
33.	P. Schedler	16
34.	W. Schink	15
35.	A. Semmann	15

QUINTA.

	Name	Age
1.	R. Amling	14
2.	H. Bauer	16
3.	M. Burgdorf	15
4.	H. Gieschen	15
5.	H. Goetz	16
6.	R. Griebling	14
7.	M. Gresch	16
8.	H. Hallmann	17
9.	A. Heidel	16
10.	C. Hilgendorf	18
11.	E. Hunsinger	16
12.	G. Kalb	16
13.	H. Kothe	16
14.	K. March	15
15.	M. Naumann	14
16.	A. Neitzel	15
17.	Cl. Neuhaus	15
18.	L. Reuter	15
19.	A. Roeh	15
20.	W. Roehrs	15
21.	E. Rutz	16
22.	C. Schwermann	16
23.	E. Streufert	15
24.	H. Stoffel	16
25.	S. Wambsganss	15
26.	R. Wangerin	17
27.	W. Werning	16
28.	H. Winkel	15
29.	A. Wuerffel	15

QUARTA.

	Name	Age		Name	Age
1.	W. Amling	15	20.	H. Jauck	19
2.	W. Baehr	16	21.	G. Jenny	15
3.	W. Baese	16	22.	E. Kaiser	15
4.	W. Baumann	17	23.	W. Kleinhans	16
5.	P. Born	16	24.	G. Koch	17
6.	P. Dallmann	15	25.	F. Korbitz	18
7.	O. Decker	16	26.	A. Krueger	15
8.	Th. Dierks	16	27.	W. Laesch	16
9.	F. Domke	19	28.	W. Laufer	18
10.	E. Felten	17	29.	C. Lobitz	18
11.	J. Fischer	17	30.	H. Mueller	17
12.	P. Gieschen	16	31.	H. Rowold	17
13.	E. Guebert	18	32.	C. Rutz	16
14.	V. Guebert	16	33.	R. Schalm	19
15.	F. Haedike	17	34.	H. Schedler	18
16.	W. Hartmann	17	35.	E. Schoenheider	18
17.	O. Hartwig	17	36.	F. Wiese	17
18.	D. Hennig	15	37.	W. Wolter	17
19.	R. Huth	15	38.	F. Zirbel	18

TERTIA.

	Name	Age		Name	Age
1.	C. Amling	16	23.	K. Krog	18
2.	A. Bachanz	18	24.	G. Krueger	20
3.	W. Beck	17	25.	H. Kuhlow	18
4.	J. Berger	19	26.	E. Luck	18
5.	H. Bloedel	18	27.	W. Maas	16
6.	P. Burgdorf	16	28.	E. Maendlein	17
7.	E. Busse	17	29.	A. Mayer	20
8.	E. Falk	17	30.	J. Marozick	16
9.	P. Freiburger	17	31.	W. Mehlberg	18
10.	G. Gieschen	17	32.	L. Mielke	17
11.	W. Gieschen	17	33.	A. Moore	19
12.	E. Glabe	16	34.	H. Naumann	16
13.	E. Hattstaedt	17	35.	A. Oswald	17
14.	T. Hoffmann	18	36.	G. Pape	18
15.	H. Hunsinger	19	37.	L. Richter	17
16.	E. Huth	16	38.	B. Roth	18
17.	R. Jagow	18	39.	C. Schmidt	16
18.	O. Kitzmann	18	40.	E. Schroeder	16
19.	L. Kohn	17	41.	W. Seefeldt	17
20.	W. Krahn	19	42.	M. Stelter	17
21.	R. Kremer	17	43.	A. Streufert	17
22.	A. Kroeger	18	44.	A. Voss	17

SECUNDA.

	Name	Age
1.	J. Boerger	19
2.	C. Goedecke	19
3.	P. Gose	20
4.	L. Grueber	19
5.	W. Heidorn	19
6.	A. Hemer	19
7.	E. Keller	18
8.	J. Kempf	19
9.	H. Kringel	19
10.	E. Kurth	18
11.	A. Lengling	18
12.	H. Machmueller	19
13.	A. Meyer	19
14.	E. Moede	20
15.	W. Oesch	18
16.	H. Ohldag	19
17.	K. Pfotenhauer	19
18.	A. Preisinger	19
19.	H. Proehl	18
20.	A. Puscheck	18
21.	A. Ramlow	18
22.	L. Rincker	19
23.	M. Rische	19
24.	G. Roehrs	20
25.	K. Schneider	19
26.	K. Schulz	19
27.	A. Schwab	20
28.	M. Strasen	18
29.	H. Theiss	19
30.	L. Trapp	19
31.	K. Wild	18
32.	P. Zanow	20

PRIMA.

	Name	Age
1.	E. Abel	19
2.	V. Andree	19
3.	A. Arndt	19
4.	O. Arndt	19
5.	V. Bartling	19
6.	M. Berndt	20
7.	R. Cordes	20
8.	E. Frenk	19
9.	H. Fricke	20
10.	W. Gausewitz	18
11.	V. Grimm	19
12.	A. Guebert	20
13.	Arn. Guebert	20
14.	H. Harthun	19
15.	G. Huebner	20
16.	C. Kellermann	19
17.	T. Kleinhans	19
18.	H. Kuring	19
19.	O. Knoll	22
20.	A. Merkenschlager	19
21.	M. Schroeder	19
22.	W. Schroeder	19
23.	H. Winter	19

Account of Work Done in the Various Classes, 1915-1916.

SEPTIMA.

RELIGION. (In common with Sexta.)

GERMAN. **Reading:** Selections from New German Readers, Book III.

Grammar: The essentials of the Formenlehre according to Drittes Uebungsbuch. Exercises in orthography.

Composition: Oral and written reproductions.—Five periods a week. (Prof. Hardt.)

ENGLISH. **Reading:** Selections from Standard Fifth Reader.

Grammar: Hyde's Two Book Course in English, Book II pp. 1—120.

Composition: Oral and written reproductions.

Spelling: The Modern Spelling Book, pp. 1—55. Words selected from reading lesson.—Five periods a week. (Prof. Hardt.)

HISTORY. **General:** (In common with Sexta).

United States: The leading facts of our country's history according to Barne's Brief History of the United States.—Four periods a week. (Prof. Hardt.)

GEOGRAPHY. **General Geography:** Earth, latitude, longitude, winds, rain, ocean currents, etc.—The five continents, with special attention to the United States and their selations to other countries.—Textbook: Tarr and McMurry, Book II. —Four periods a week. (Prof. Hardt.)

ARITHMETIC. Review of the fundamental operations with Integers and fractions. Denominate numbers. Practical measurements. Percentage. Textbook: Wentworth-Smith. — Four periods a week. (Prof. Hardt.)

SEXTA.

RELIGION. Exposition of the Synodical Catechism on the basis of the German text, questions 1—207. Four chief parts of the English text of Luther's catechism were memorized. Four German and five English church-hymns were committed to memory. Bible-reading.—Three periods a week. (Pres. Albrecht.)

LATIN. Etymology according to Stegmann's Grammar and Ostermann's Uebungsbuch, part I. Weekly written exercises.—Seven periods a week. (Prof. Gaenssle.)

GERMAN. **Reading:** Rathmann's Third Reader. Analysis of selected poems.

Grammar: The entire Formenlehre according to Crull's Grammar. Exercises in orthography and punctuation.

Composition: Original compositions, weekly written exercises and oral reproductions.

Elocution: Four declamations by each pupil.—Five periods a week. (Prof. Hattstaedt.)

ENGLISH. **Reading:** Irving's Sketch Book. Longfellow's Courtship of Miles Standish.

Grammar and Composition: Hyde's Two Book Course in English, Book II, parts one and two. Writing of paragraphs. Reproduction of stories and descriptions.

Spelling: The Modern Spelling Book, pp. 62—109.

Elocution: Four declamations by each pupil.—Five periods a week (Prof. Homann.)

HISTORY. The principal events of Greek and Roman history and of the history of the Early Middle Ages according to Andrae.—Two periods a week. (Prof. Hardt.)

ARITHMETIC. Percentage. Interest. General review. Banks and banking. Stocks and bonds. Ratio and proportion. Longitude and time. Powers and roots. Mensuration. Metric system. Vocational problems. Recreations. Text, Wentworth-Smith.—Three periods a week. (Prof. Bergmann.)

ZOOLOGY. Text, Jordan, Kellogg, and Heath. Protozoa. Sponges. Coelenterates. Worms. Mollusks. Arthropods. Echinoderms. Chordates. Animal communities. Protective resemblances and mimicry. Special senses. Instinct. Economic zoology. Animals of the past. Trips to the Zoo in Washington Park and to the Milwaukee Public Museum.—Two periods a week. (Prof. Bergmann.)

UNITED STATES HISTORY. The history of the United States was taught according to Barne's Brief History of the United States.—Two periods a week. (Prof. Mueller.)

PENMANSHIP. German script.—One period a week. (Prof. Hattstaedt.)

QUINTA.

RELIGION. Exposition of the Synodical Catechism, questions 1—207, on the basis of the English text. Four German and three English church-hymns were committed to memory.—Two periods a week. (Pres. Albrecht.)

LATIN. Etymology repeated and completed according to Stegmann's Grammar and Ostermann's Lessons in Latin.—One written exercise a week.—Seven periods a week. (Prof. Ross.)

GERMAN. **Reading:** Masius' Reader. Analysis of selected poems.

Grammar: Course of Sexta repeated and extended.

Composition: Compositions, weekly written exercises in spelling and punctuation.

Elocution: Four declamations by each student.—Five periods a week. (Prof. Homann.)

ENGLISH. **Reading:** Franklin's Autobiography, edited by Montgomery; Longfellow's Evangeline; Whittier's Snowbound and other poems.

Grammar and Composition: Book Two of Hyde's Two Book Course in English completed. Weekly written exercises. Themes.

Spelling: The Modern Spelling Book, pp. 63—120.

Elocution: Four declamations by each student.—Five periods a week. (Prof. Mueller.)

HISTORY. Andrae's Sketches from World-History, from the crusades to present time.—Two periods a week. (Prof. Huth.)

GEOGRAPHY. Geography of Europe, Asia, Africa, and Australia according to Daniels' Leitfaden der Geographie.—Two periods a week. (Prof. Gaenssle.)

ARITHMETIC. Percentage. Ratio and Proportion. Involution and Evolution. Stocks and Bonds. Banking. Exchange. General review.—Three periods a week. (Prof. Homann.)

NATURAL SCIENCE. **Botany:** Text: Bergen and Caldwell. General structure and work of plants. Pollination and Fertilization. Bacteria, Algae, Fungi. Mosses and Liverworts, Ferns, Gymnosperms, Angiosperms. Leading Families of flowering plants. Plant breeding. Field trips.—Two periods a week. (Prof. Bergmann.)

UNITED STATES HISTORY. Mace's School History of the United States.—Two periods a week. (Prof. Mueller.)

QUARTA.

RELIGION. Biblical History, Old Testament. The creation and beginning of the human race. The history of the patriarchs. The exodus of Israel. Joshua and the judges. The kings of Israel. The Babylonian captivity. The Maccabees.—Three German and two English church-hymns were memorized. Luther's Small Catechism reviewed in the German and English texts. Tests.—Two periods a week. (Pres. Albrecht.)

LATIN. **Reading:** Biographies of great men from Greek and Roman history according to Ostermann's Reader for Quarta.

Grammar: The doctrine of the cases according to Stegmann's Grammar and Ostermann's Lessons in Latin.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.—Seven periods a week. (Prof. Homann.)

GREEK. **Grammar:** Etymology according to Kaegi's Grammar and Wesener's Uebungsbuch, part I.

Composition: Weekly written exercises.—Six periods a week. (Prof. Gaenssle.)

GERMAN. **Reading:** Selected portions of Hattstaedt's Handbook of German Literature were read and analyzed, including a large number of poems.

Grammar: Syntax according to Crull's Grammar.

Composition: Original compositions. Weekly written exercises.

Elocution: Four declamations by each student. Exercises in oral expression.—Four periods a week. (Prof. Hattstaedt.)

ENGLISH. **Reading:** Prescott's Conquest of Mexico, edited by Maynard; Lowell's Vision of Sir Launfal and other poems. Shakespeare's Julius Caesar; Mathew's Introductoin to American Literature.

Composition: Woolley's Handbook of Composition pp. 67—160. Themes.

Spelling: The Modern Spelling Book completed.

Elocution: Four declamations by each student.—Four periods a week. (Prof. Mueller.)

HISTORY. History of the ancient Greeks and Romans to the time of the Eastern Wars.—Two periods a week. (Prof. Huth.)

MATHEMATICS. **Algebra:** Text, Hawkes, Luby, Touton. Fundamental operations. Parentheses. Special products. Factoring. H. C. F. and L. C. M. Fractions. Ratio and proportion. Square root and radicals. Equations. Solution by factoring. Fractional equations. Linear systems. Quadratic equations. Graphical representation. Problems. Originals. Recreations.— Four periods a week. (Prof. Bergmann.)

SCIENCE. **Chemistry:** . Text, Peters. Elements. Compounds. Changes. Mixtures. Valence. Water. Principal gaseous elements. Combustion. Notation. Atmosphere. Halogens. Acids, Alkalis, and Salts. Carbon. Sulphur. Phosphorus. Silicon. Alkali metals and alkaline earths. Copper group. Zinc group. Aluminum. Tin and lead. Arsenic group. Iron group. Manganese group. Fundamental laws. Atomic weights. Periodic law.—One period per week. (Prof. Bergmann.)

TERTIA. *

RELIGION. Biblical History, Old Testament. Tests. Luther's Small Catechism reviewed in the German and English texts. Two German and two English church-hymns were committed to memory.—Two periods a week. (Pres. Albrecht.)

LATIN. DIVISION A.

Reading: Caesar, De Bello Gallico, Books I—IV, 19. Selections from Ovid's Metamorphoses.

Grammar: Syntax according to Stegmann's Grammar and Ostermann's Lessons in Latin.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.—Seven periods a week. (Prof. Homann.)

DIVISION B.

Reading: Caesar, De Bello Gallico, I—III.
Ovid, Metamorphoses, Selections.

Grammar: Syntax according to Stegmann's Grammar and Ostermann's Lessons in Latin. Weekly written exercises.—Seven periods a week. (Prof. Ross.)

GREEK. **Reading**: Xenophon, Anabasis, Books I and II.

Grammar: Verbs of second conjugation and anomalous verbs according to Kaegi's Grammar and Gerth's Lessons in Greek, Number II.—Six periods a week. (Prof. Huth.)

GERMAN. **Reading: Division A**: Schiller, Jungfrau von Orleans; Kleist, Die Hermannsschlacht; Goethe, Hermann und Dorothea. **Division B**: Koerner, Zriny; Hebbel, Agnes Bernauer; Schiller, Das Lied von der Glocke. In both classes numerous poems by various authors were read and analyzed.

Grammar: Grammar was reviewed in connection with the written work done by the students.

Rhetoric: Figures of Speech.

Composition: Original compositions. Bi-weekly written exercises in the class-room, based in part on matter previously read.

Elocution: Four declamations by each student.—Four periods a week in each division. (Prof. Hattstaedt.)

ENGLISH. **Reading**: Longfellow's Hyperion; Tennyson's Idylls of the King, edited by Thomas; Goldsmith's She Stoops the Conquer; Simond's History of American Literature.

Composition: Woolley's Handbook of Composition completed. Themes.

Elocution: Four declamations by each student.—Four periods a week. (Prof. Mueller.)

FRENCH. Elements of French according to Ploetz. (Prof. Hattstaedt.)

HISTORY. Roman History from the Time of the Gracchi to the "Fall of Westrome." Medieval History to the Salian Emperors.—Two periods a week. (Prof. Huth.)

*) In English, German and Latin Tertia was divided into two parallel classes.

Classification by Residences of Pupils, 1881-1916.

Wisconsin	766	N. Dakota	3
Illinois	578	Massachusetts	3
Michigan	126	Arkansas	3
Missouri	105	Texas	2
Minnesota	95	Arg. Rep., S. A.	3
Iowa	81	New Jersey	2
Nebraska	46	Washington	4
New York	27	Connecticut	1
S. Dakota	21	Pennsylvania	1
Germany	21	Kentucky	1
Indiana	18	Alabama	1
Kansas	15	New Zealand	2
California	14	Hindustan	1
Canada	9	Nevada	1
Ohio	8		
Oregon	6		1769
Maryland	5		

Classification by Enrollments of Pupils, 1881-1916.

Collegiate Year	Newcomers	Total Enrollment	Collegiate Year	Newcomers	Total Enrollment
1881—82	19	19	1899—1900	43	185
1882—83	27	41	1900—1901	56	185
1883—84	78	113	1901—1902	87	237
1884—85	52	149	1902—1903	64	232
1885—86	59	169	1903—1904	83	250
1886—87	43	164	1904—1905	79	252
1887—88	39	132	1905—1906	49	236
1888—89	46	123	1906—1907	60	216
1889—90	63	141	1907—1908	65	214
1890—91	66	182	1908—1909	55	212
1891—32	58	201	1909—1910	32	187
1892—93	77	225	1910—1911	57	195
1893—94	51	227	1911—1912	47	202
1894—95	49	213	1912—1913	84	237
1895—96	45	179	1913—1914	64	241
1896—97	72	207	1914—1915	42	202
1897—98	65	219	1915—1916	49	201
1898—99	43	190			

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1916/17

JUL 10 1917

Concordia College

MILWAUKEE, WIS.

1916-1917

"So lieb als uns das Evangelium ist, so hart lasst uns über den Sprachen halten."

— *Luther*

"It is not uncommon, nowadays, to hear objections to CLASSICAL EDUCATION, usually from those who have never had it, and declamations against DEAD LANGUAGES, usually from those who have never learned them. But the Humanists may unquestionably leave it to the Geologists to fight the battle for antiquity. These have shown us that the older the fossils the more instructive their lessons; indeed, so much importance is attached to ancient animal life that the national government, with great liberality, encourages its study by promoting explorations, museums, and costly publications. Be it so; but let not the nation which does this forget that *the oldest literature is not old or dead, but fresh and living* in comparison with the bones of the cave dwellers, and that though a megatherium is wonderfully instructive, an ancient Epic or a Drama is not unworthy of attention."—*Daniel C. Gilman*

"The ARTS and SCIENCES may sustain no greater injury than when youth is not properly trained up in GRAMMAR."—*Philip Melanchthon.*

"THE ENGLISH LANGUAGE, which has produced and nourished with its milk the greatest of modern poets, the only one who can be compared with the classical poets of antiquity (who does not see that I am speaking of Shakespeare?) may of good right be called *a universal language.*"—*Jacob Grimm.*

"Now unflexible and unyielding, like the spruce tree of his native soil, now soft, like the smooth outlines of the tender birch; now firm and gnarled, like the oak tree in the Teutonic forest primeval, now mild, like the sweet-smelling linden—such is the GERMAN, such, too, is his LANGUAGE; a precious kernel in a rough shell."—*Oscar Weise.*

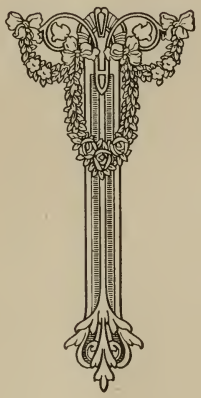
"Assuredly one fact which does not directly affect our own interests, considered in itself, is not better worth knowing than another fact. The fact that there is a snake in a pyramid, or the fact that Hannibal crossed the Alps by the great St. Bernard, are in themselves as unprofitable to us as the fact that there is a green blind in a particular house in Threadneedle Street, or the fact that a Mr. Smith comes into the city every morning on the top of one

CATALOGUE

of

Concordia College

MILWAUKEE, WIS.



ISSUED AT THE
END OF ITS THIRTY-SIXTH YEAR, 1916-1917
PUBLISHED BY THE COLLEGE

Calendar for 1917-1918.

First Semester begins	Sept. 5.
Reformation Day	Oct. 31.
Thanksgiving Day	Nov. 29.
Christmas Vacation	
Second Semester begins	Feb. 1.
Washington's Birthday	Feb. 22.
Easter Vacation	
Ascension Day	May 10.
Monday after Whitsunday	May 20.
Decoration Day	May 30.
Second Semester ends	June 28.

ALL CORRESPONDENCE

to be addressed to the President, The REV. M. J. F. ALBRECHT, Concordia College, Milwaukee, Wis.

CONCORDIA COLLEGE, MILWAUKEE, WIS.

Concordia College

Concordia College is an institution of the Church, being conducted and supported by the "Evangelical Lutheran Synod of Missouri, Ohio, and other States," the largest branch of the Lutheran Church in America.

The special object of the education afforded in Concordia College is to prepare Christian young men for a thorough course in theology. The College may, therefore, be considered a preparatory institution for such Lutheran divinity schools as require for admission a thorough acquaintance with Latin and Greek, a good working knowledge of Hebrew, and a mastery of English and German.

At the same time it is the general aim of Concordia College to fit young men to pursue successfully the advanced courses of study offered by the best universities of the country, as well as to instruct and preserve its charges in the true Christian faith as taught in the Evangelical Lutheran Church.

With this end in view, Concordia College was modeled after the "gymnasia" of Germany, where most time and energy are expended on the classics. But in order to give young men committed to the care of the institution a culture somewhat more suited to their wants as American citizens, certain branches of knowledge were added to the curriculum, not commonly included in the Latin schools of Europe.

The course of studies, all of which are obligatory, extends over a period of six years. The classes are designated by Latin names, viz., Prima (first class), Secunda (second class), Tertia (third class), Quarta (fourth class), Quinta (fifth class), Sexta (sixth class). The two lower classes, Sexta and Quinta, are preparatory classes, though the study of Latin is begun in Sexta.

Grounds.

Concordia College is situated in the western part of Milwaukee, near the city limits. The site is elevated, healthy, and beautiful, and possesses every advantage of country and city life.

The grounds contain about seven and one half acres of land intersected on the north by State Street and on the south by Cedar Street. The first of the smaller parts thus cut off has been converted into a ball field for younger Concordians; the second contains residences occupied by professors of Concordia. The large tract which remains affords a roomy campus divided by the College buildings into three sections. The northwest section has been laid out to be used as ball grounds; the northern and southern sections are parked, furnishing in their close-clipped lawns and their shade trees, desirable places for recreation. At the northeast corner of the tract in question, corner of Thirty-First and State streets, stands the residence of the President of the College.

Buildings.

Concordia College has three main buildings, besides a gymnasium, a kitchen, a hospital, and seven residences.

The Recitation Hall is an imposing structure, which consists of two wings and a central edifice. The width of the building is 126 feet, while the depth of the wings and the central portion is 74 and 86 feet respectively. The building is composed of two stories, faced with St. Louis pressed brick, and a solid foundation, faced with Bedford sandstone. Visitors admire the large surface of plate glass in the front elevation and two massive columns at the main entrance.

This building is used only for purposes of instruction and worship. It contains eight large classrooms, the museum, the professors' library, and the chapel, besides the office and the Dr. Wm. Sihler library. The classrooms are perfect in their way, well-lighted, well-ventilated, of simple and substantial elegance. The chapel is an architectural gem. The ceiling and walls are covered with elaborate stuccowork overlaid with gilt. Other features of the chapel are a fine pipe organ and rich cathedral glass windows, the latter of which were donated by the alumni. The professors' library is also a magnificent apartment. All the woodwork of the building consists of red oak with antique stain, and hard maple.

West of the Recitation Hall, there is a large dormitory, which contains living and sleeping apartments. It also contains a spacious dining room, which is connected by a covered passageway with the kitchen—a frame structure of considerable dimensions.

Northeast of the kitchen, there stands what is styled the Old Building, a fine old structure of cream-colored brick with sandstone dressings. This also is a dormitory.

The Gymnasium is a structure 40x80 feet, and well equipped with the necessary apparatus.

The Hospital, though a small building, is perfectly adapted for its purposes. Its cheerful environs make it a pleasant home for the patients of Concordia.

Courses of Instruction.

Religion.

Since the training of young men who look to the ministry as their lifework is the special aim of Concordia College, due emphasis is laid on the religious and spiritual side of the student's education. Luther's catechism, that unrivaled compendium of Christian truth, is carefully expounded and elucidated, especially in the lower classes, until it may be said to be digested and assimilated by the pupils. Biblical history also receives a large share of attention, and is intended to give the student an intelligent apprehension of the history of salvation as foreshadowed in the Old Testament and fulfilled in the New. Both the English and German Bibles are used. In the upper classes, the students having acquired the knowledge of Greek, some portion of the New Testament is studied in detail on the basis of the original text.

Hebrew.

The course in Hebrew extends over two years. Its object is to give the student a thorough grasp of the grammatical principles of the language both in etymology and syntax. Special stress is laid on the acquisition of a tolerably full vocabulary, so that the student is well equipped for exegetical work on entering the theological seminary. During the second year, portions of historical Hebrew narrative are read and expounded.

Latin and Greek.

Concordia College offers a thorough course in Latin and Greek. To the former, seven weekly periods are devoted throughout the entire six years' course, while the study of the latter is begun in Quarta, receiving six weekly periods for four years. Concordia College believes, in spite of assertions and declamations to the contrary, that a knowledge of these ancient languages constitutes one of the indispensable foundations of a broad and general culture. Whether regarded as an instrument to develop mental power and the reasoning faculty, or as a key to unlock many hidden treasures of learning, or as an accomplishment necessary for an intelligent appreciation of the masterpieces in modern literature, Latin and Greek must ever hold a prominent place in higher education.

With this conviction, Concordia College aims first of all to lay a secure and solid foundation in the elements of grammar, not rushing the student into Caesar or Xenophon by any short and easy method, but introducing him to these authors only after he has acquired such knowledge of etymology and syntax as to enable him to read them with a fair degree of ease and confidence. While realizing that grammar, in any language, may be unduly emphasized, Concordia College insists that the grammar put in the boy's hands is not merely to be consulted occasionally as a work of reference,

but a book to be studied and mastered. For this purpose much written and oral composition is required.

As for the reading of classical writers, it is rather intensive than extensive, thoroughness and accuracy not being sacrificed to quantity and bulk. However, the student forms a good acquaintance with the principal writers of classical antiquity. Any one graduating with honors in these branches is well equipped, either to pursue work independently, or to enter into the wider field of philology in the university.

German.

This department is naturally strong, most of the students being of German parentage and entering the institution with a living knowledge of the language. The course seeks to give the student a ready command of the vast resources of the German tongue, to teach him to use it, whether orally or with the pen, with ease and elegance, and to impart to him a knowledge of its history and literature. Much written work in the shape of paraphrases, abstracts, or original compositions is required throughout the entire course. Numerous selections from representative prose writers, a large number of poems and dramas are read and analyzed, and their literary excellence exhibited. Thus the student insensibly acquires a refined literary taste and learns to fashion his own style after the pattern of finished masterpieces. It may be added that every recitation is begun with a declamation by a member of the class. In this way the students are taught the art of correct pronunciation, enunciation, and emphasis. The principles of gesticulation are taught in the two upper classes.

English.

The work in English is similar to that in German. All the students of Concordia College are expected to speak and write both languages with equal readiness and facility. English, therefore, receives a proportionate share of time. The course is designed to furnish the student with the power of correct oral and literary expression, to stimulate a love of reading, and to acquaint him with the vast fields of English literature. To this end, stress is laid on exact grammatical knowledge and correct pronunciation as well as on the rules of composition and rhetoric. But since mere technical knowledge is necessarily inadequate, much reading and writing is required. Not only is the student expected to be fully prepared on all selections read and discussed in the classroom, but supplementary private reading, suited to his grade, is assigned him, and he must satisfy his instructor that he has done this work carefully and conscientiously. As in the German department, numerous essays, compositions, abstracts, and summaries constitute an important part of the English work, with a view to train the student to think methodically and to clothe his thought in adequate language. Representative works of both British and American authors are read and analyzed in the classroom, while an outline of the history of English literature gives the student a general knowledge of the development of English in its various literary forms, at the same time inviting him to more extended reading and study. In the English department also each recitation is begun with a declamation,

French.

For lack of time the course in French is somewhat limited, confining itself to the rudiments of grammar and the pronunciation. Nevertheless, the energetic student may, with the aid thus offered, easily continue independent study and acquire a good reading knowledge of the language.

History.

Cicero describes history as the **testis temporum** and the **magistra vitae.** And such it is. It is the record of man's doings and achievements, summing up the final results of all the forces, physical, intellectual, moral, and religious, of the human race. Nothing, therefore, can be better suited to enlarge the student's horizon, to broaden his outlook on human life and affairs, to widen his sympathies and educate his judgment than an intelligent study of the great drama of human history. Conscious of these facts, Concordia College aims to give its students such a knowledge of history, ancient, medieval, and modern, as every well-informed and cultured person must be expected to possess. The method employed is to place in the hands of the student an approved textbook, the contents of which he is expected to master, while supplementary lectures and collateral reading serve to round off his knowledge.

Geography.

Geography receives such attention as a good general education requires. Two years of instruction are devoted to it. Apart from its value as an independent study it is an indispensable accessory in the teaching of history.

Mathematics.

As an instrument of mental discipline, mathematics occupies a foremost place. It is the object of the course to train the student in close, consecutive reasoning and to cultivate and develop the power of correct logical deduction. The course includes practical arithmetic, algebra, plane and solid geometry, and trigonometry.

Science.

The courses are intended to give a general survey of the field of the natural sciences. Instruction in chemistry aims to furnish the student a good practical knowledge of elementary inorganic chemistry, the subject being taught by means of text books, lectures, and illustrative experiments on the part of the instructor. The course in physics aims to acquaint the student with the laws underlying natural phenomena, to cultivate habits of observation, and to lead to an intelligent appreciation of nature's manifold wonders. The physical department is equipped with a stereopticon and other apparatus necessary for experiments. The biological course embraces

the study of the numerous forms of plant and animal life, culminating with the study of man in his physical aspect, this including anatomy, physiology, and hygiene.

Music.

It is not the purpose of this department to give technical and theoretic instruction in music. This does not fall within the aims of Concordia College. The entire student body is, however, instructed in the principles of correct singing once a week, special attention being given to the rich treasury of choral melodies, justly prized by the Lutheran Church. Students are also encouraged to play an instrument, and an orchestra, under the leadership of a special instructor, is in a flourishing condition. It is understood, however, that the time and attention given to music is not to interfere with the regular, prescribed studies.

Gymnastics and Athletics.

While the aim of Concordia College is primarily to guide and stimulate the mental, moral, and religious growth of the student, the second part of the poet's dictum (mens sana in corpore sano) is not overlooked. The College, therefore, has made provision for regular gymnastic training under the direction of a competent instructor. Four hours of each week are set apart for this purpose, and participation in all the exercises is obligatory.

In spring and early autumn, the college campus offers good facilities for outdoor sports, baseball naturally being the college game. But though in hearty sympathy with athletics, Concordia College discountenances all excessive tendencies in this direction. As a matter of fact, the importance attached to athletics in many institutions of our country is manifestly incongruous with the proper aims of any college. Athletics can never justly be regarded as other than a means of healthy exercise and recreation, and are, therefore, to be kept within reasonable bounds. It might be added that football, for reasons obvious to any judicious observer, is forbidden. Basket ball, on the other hand, forms one of the chief indoor sports during the winter season.

Educational Adjuncts.

The principal educational adjuncts are the museum and the library.

The museum is made up of a mineral cabinet, containing many rare and unique specimens, a valuable collection of mounted bird skins, a well selected cabinet of physical apparatus, a large collection of shells, an entomological cabinet, a collection of American antiquities, and several smaller collections of objects of general interest, besides a full series of maps, charts, and models to illustrate crystalline forms, etc.

There are two libraries, one for the exclusive use of the teachers, the other for the students. The former includes the leading works in history, philology, natural science, etc. The latter is al-

most evenly composed of standard English and German works, which cover all departments of literature. Books are issued once a week; but the students are not at liberty to draw those books for which they have a momentary fancy, the reading of the pupils being superintended and guided by the librarian, a member of the faculty.

It may be here noted that the city also possesses an excellent library and an art gallery, both of which institutions, together with the well-stocked museum and the zoological garden, are valuable auxiliaries in the matter of education.

Literary Societies.

Besides the regular courses of instruction, an important educational factor are the literary societies of the various classes. The work required in the preparation of speeches, essays, debates, and the like involves reading and study of a more general and diversified character than the regular routine of classroom work calls for, and hence affords the student abundant opportunity of increasing his stock of knowledge in various directions. At the same time, the practice of debating develops the faculty of ready speech and imparts selfconfidence in appearing before an audience. Membership in these societies is optional, but most of the students join at their own initiative.

Expenses.

Pupils studying for the ministry are exempt from charges for tuition. Pupils qualifying for a vocation other than the ministry pay a tuition fee of forty dollars per annum. The same fee is paid by all those pupils of the former class, who, for some reason or other, leave the College, except in cases of relegation, protracted illness, or consilium abeundi (advice to give up study).

Entrance, lodging, and graduation are free to all pupils.

The cost of board is $84.00 per annum, payable in quarterly installments. This includes all charges for light, fuel, medical treatment, physical training, and use of library.

The college furnishes, free of charge, each student a sanitary bedstead with coil spring, bed sheets, pillow slips (size 14x28 in.), and a spread. The student is expected to supply himself with a mattress, blankets, and a pillow.

All laundering is done at the expense of the institution, with the exception of starched shirts, collars, and cuffs.

The yearly expenses for textbooks range from about ten to fourteen dollars.

Expenses for stationery, membership in literary or athletic organizations, and the like, are comparatively light.

Terms.

The college year is divided into two terms.

The first term extends from the first Wednesday in September to the thirty-first day of January.

The second term begins on the first day of February and continues until last Friday of June.

The college year embraces a period of forty weeks of Instruction, barring the short Christmas and Easter vacations and a few single holidays.

Reports and Diplomas.

At the close of each year, the standing of each student is determined in the various branches and a report sent to the parents or guardians. The report contains a detailed statement of the student's proficiency (or deficiency, as the case may be) in the several studies, his regularity in attendance, and his general deportment. The graduating class is awarded diplomas, which are of three grades, the highest distinction attainable being "summo cum honore."

Discipline.

Every student is required to lead a Christian life and conform to the College regulations.

The discipline is exercised in a Christian spirit. Every student is treated with love and patience, and severity is resorted to only when demanded by a proper regard for the spiritual welfare of the student in question as well as by the demoralizing influence he may exert on the School. But even in extreme cases, when it becomes necessary to sever the student's connection with the College, nothing is left undone to make him realize his wrong.

Services are held every morning and evening in the College chapel. They are conducted by the President and attended by all students living at the College. There are no divine services at College on Sundays, as there is a great number of Lutheran churches in Milwaukee, at which the students may worship.

Conditions of Admission.

Students are admitted, as a rule, only at the beginning of the College year. All applications for admission must be accompanied by testimonials of good moral character. **Candidates for admission must have a fair knowledge of English, German, Arithmetic, Geography, and United States History.** Students may enter an advanced class, provided they pass a satisfactory examination or show up certificates issued by recognized schools.

An Announcement.

Pursuant to a resolution passed by Synod several years ago, the Board of Directors and the Faculty have decided to add a special preparatory class (Septima). This is desirable for the reason that the pupils who enter the institution represent such widely varying degrees of preparation that it is impossible to weld them into a homogeneous whole during the first year of their college life. **Henceforth all applicants for admission will be examined,** and all those who fail to pass the examination for Sexta will be obliged to enter the preparatory class.

At the same time we have not dismissed the long-cherished hope that the college course be extended by at least one year. An additional class would render it possible not only to go more extensively into fields already worked, but also to include certain branches which are at present wanting.

A Request.

"The harvest is great, but the laborers are few." The request, therefore, is, Send us many boys to fill the institution. At the same time, it should be remembered that those who contemplate a course of study in Concordia must be fairly gifted and energetic. Otherwise, they cannot hope to perform their daily tasks without being a burden to themselves and a drag upon others. Any boy of good average intelligence, who makes faithful use of his opportunities, will experience no serious difficulty in maintaining a respectable standing in scholarship.

Tabular Statements.

OFFICERS OF JOINT SYNOD.

The Rev. F. PFOTENHAUER, President.....Chicago, Ill.
The Rev. J. MILLER, First Vice President.....Ft. Wayne, Ind.
The Rev. P. BRAND, Second Vice President.....Pittsburgh, Pa.
The Rev. H. SPECKHARD, Third Vice President.....Saginaw, Mich.
The Rev. J. A. HILGENDORF, Fourth Vice Pres.....Cheyenne, Wyo.
The Rev. R. D. BIEDERMANN, Secretary.....Springfield, Ill.
Mr. E. SEUEL, Treasurer.....St. Louis, Mo.

BOARD OF DIRECTORS OF CONCORDIA COLLEGE, MILWAUKEE, WIS.

The Rev. ED. ALBRECHT, President of the Southern-Wisconsin District .....Milwaukee, Wis.
The Rev. B. SIEVERS.....Milwaukee, Wis.
Mr. H. AUG. LUEDKE.....Milwaukee, Wis.
Mr. FRED. C. PRITZLAFF .....Milwaukee, Wis.
Mr. W. A. STARKE .....Milwaukee, Wis.

BOARD OF ELECTORS.

The Rev. F. PFOTENHAUER, President of Joint Synod, Chicago, Ill.
The Board of Directors of Concordia College.....Milwaukee, Wis.
The Rev. K. SCHMIDT.....Chicago, Ill.
The Rev. O. KAISER.....Milwaukee, Wis.
The Rev. B. H. SUCCOP.....Ionia, Mich.
The Rev. W. DALLMANN.....Milwaukee, Wis.
The Rev. R. SCHROTH.....Mayville, Wis.

COLLEGE STAFF.

The Rev. M. J. F. ALBRECHT, President of the College, and Instructor in the Principles of Christianity.....appointed 1893
CARL F. W. HUTH, Professor of Classics..... " 1881
GEORGE W. MUELLER, Prof. of English..... " 1883
OTTO HATTSTAEDT, Prof. of German..... " 1884
CARL ROSS, Prof. of Hebrew and Classics..... " 1890
CARL GAENSSLE, Ph. D., Prof. of Classics..... " 1904
ARTHUR E. BERGMANN, Prof. of Natural Sciences and Mathematics ..... " 1911
CARL J. HOMANN, Assistant Professor..... " 1912
AUGUST HARDT, Assistant Professor..... " 1915
ANDREW MUELLER, Instructor in Gymnastics..... " 1915

Enrolled Students, 1916-1917.

SEXTA.

	Name	Age		Name	Age
1.	C. Adler	14	12.	M. Pape	16
2.	H. De Heer	15	13.	R. Ploetz	17
3.	K. Diez	16	14.	E. Reimer	14
4.	E. Dummer	14	15.	M. Simon	14
5.	K. Gieschen	15	16.	R. Schaefer	16
6.	D. Gimbel	15	17.	W. Schmidtke	15
7.	A. Hoenecke	16	18.	E. Schroeder	15
8.	J. Kitzmann	16	19.	F. Stelter	16
9.	T. Koch	14	20.	E. Schaller	12
10.	E. Kuehnert	14	21.	A. Wolter	14
11.	O. Luedkens	16			

QUINTA.

	Name	Age		Name	Age
1.	C. Abel	16	16.	A. Krueger	16
2.	H. Baxmann	15	17.	H. Kuechle	15
3.	P. Brauer	15	18.	B. Laetsch	15
4.	J. Brehm	16	19.	R. Lange	15
5.	C. Clausing	16	20.	H. Malotky	17
6.	O. Digert	16	21.	E. Mampe	16
7.	R. Goede	16	22.	W. Marquardt	16
8.	E. Guebert	15	23.	L. Menking	15
9.	G. Hasz	16	24.	W. Motzkus	18
10.	R. Jeschke	16	25.	F. Pfotenhauer	16
11.	C. Kaiser	14	26.	E. Rahm	16
12.	H. Kleinhans	15	27.	E. Rosenwinkel	16
13.	F. Knoll	16	28.	P. Schedler	16
14.	G. Kreft	16	29.	W. Schink	16
15.	M. Kriewaldt	16	30.	A. Semmann	15
15.	G. Krog	15			

QUARTA.

	Name	Age		Name	Age
1.	R. Amling	15	16.	C. Neuhaus	16
2.	H. Bauer	17	17.	L. Reuter	16
3.	M. Burgdorf	16	18.	A. Roeh	16
4.	M. Burkhardt	17	19.	W. Roehrs	16
5.	H. Gieschen	16	20.	E. Rutz	17
6.	H. Goetz	16	21.	K. Schwermann	17
7.	R. Griebling	15	22.	E. Streufert	16
8.	M. Gresch	17	23.	H. Stoffel	16
9.	A. Heidel	17	24.	S. Wambsganss	15
10.	C. Hilgendorf	19	25.	R. Wangerin	18
11.	E. Hunsinger	17	26.	W. Werning	17
12.	H. Kothe	16	27.	H. Winkel	16
13.	C. March	16	28.	A. Wuerffel	16
14.	M. Naumann	15	29.	M. Zimmermann	16
15.	A. Neitzel	16			

TERTIA.

	Name	Age		Name	Age
1.	W. Amling	16	16.	H. Jauck	20
2.	W. Baehr	17	17.	W. Kleinhans	17
3.	W. Baese	17	18.	G. Koch	18
4.	P. Born	18	19.	F. Korbitz	19
5.	P. Dallmann	16	20.	A. Krueger	16
6.	O. Decker	17	21.	W. Laesch	17
7.	T. Dierks	17	22.	W. Laufer	17
8.	F. Domke	20	23.	K. Lobitz	19
9.	J. Fischer	19	24.	K. Rutz	17
10.	P. Gieschen	16	25.	R. Schalm	20
11.	E. Guebert	19	26.	H. Schedler	19
12.	F. Haedicke	18	27.	E. Schoenheider	20
13.	W. Hartmann	18	28.	F. Wiese	18
14.	O. Hartwig	18	29.	W. Wolter	18
15.	D. Hennig	16	30.	F. Zirbel	19

SECUNDA.

	Name	Age		Name	Age
1.	C. Amling	18	22.	E. Luck	19
2.	A. Bachanz	19	23.	W. Maas	18
3.	J. Berger	20	24.	E. Maendlein	18
4.	H. Bloedel	19	25.	A. Meyer	21
5.	M. Brandenburg	19	26.	J. Marozick	18
6.	P. Burgdorf	18	27.	W. Mehlberg	18
7.	E. Busse	19	28.	L. Mielke	18
8.	P. Freiburger	18	29.	A. Moore	20
9.	W. Gieschen	18	30.	H. Naumann	18
10.	E. Glabe	18	31.	H. Ohldag	20
11.	E. Hattstaedt	18	32.	A. Oswald	18
12.	T. Hoffmann	19	33.	G. Pape	19
13.	H. Hunsinger	20	34.	L. Richter	18
14.	E. Huth	17	35.	B. Roth	19
15.	R. Jagow	19	36.	C. Schmidt	18
16.	O. Kitzmann	19	37.	E. Schroeder	17
17.	W. Krahn	20	38.	W. Seefeldt	18
18.	A. Kroeger	18	39.	M. Stelter	18
19.	K. Krog	19	40.	A. Streufert	18
20.	G. Krueger	20	41.	A. Voss	18
21.	H. Kuhlow	19	42.	K. Wild	19

PRIMA.

	Name	Age		Name	Age
1.	J. Boerger	20	15.	K. Pfotenhauer	20
2.	P. Gose	21	16.	A. Preisinger	19
3.	L. Grueber	20	17.	H. Proehl	19
4.	W. Heidorn	20	18.	A. Puscheck	19
5.	A. Hemer	20	19.	A. Ramlow	19
6.	E. Keller	19	20.	L. Rincker	20
7.	H. Kempf	20	21.	M. Rische	19
8.	H. Kringel	20	22.	G. Roehrs	21
9.	E. Kurth	19	23.	K. Schneider	21
10.	A. Lengling	19	24.	K. Schulz	20
11.	A. Machmueller	20	25.	A. Schwab	21
12.	A. Meyer	19	26.	M. Strasen	20
13.	E. Moede	21	27.	H. Theiss	20
14.	W. Oesch	20	28.	P. Zanow	20

Account of Work Done in the Various Classes, 1916-1917.

SEXTA.

RELIGION. Exposition of the Synodical Catechism on the basis of the German text, questions 1—194. Four chief parts of the English text of Luther's catechism were memorized. Four German and five English hymns were committed to memory. — Two periods a week. (Pres. Albrecht.)

LATIN. Etymology according to Stegemann's Grammar and Ostermann's Uebungsbuch, part 1. Weekly written exercises.— Seven periods a week. (Prof. Hardt.)

GERMAN. **Reading:** Masius' Reader. Just's Life of Luther. Analysis of selected poems.

Grammar: The entire Formenlehre according to Crull's Grammar. Exercises in orthography and punctuation.

Composition: Compositions, weekly written exercises and oral reproductions.

Elocution: Four declamations by each pupil. — Six periods a week. (Prof. Hattstaedt.)

ENGLISH. **Reading:** Irving's Sketch Book. Longfellow's Courtship of Miles Standish.

Grammar and Composition: Hyde's Two Book Course in English, Book II, parts one and two. Written and oral reproductions. Themes.

Spelling: The Modern Speller, pp. 62—109.

Elocution: Four declamations by each student. — Five periods a week. (Prof. Hardt.)

HISTORY. Biographical Sketches from Greek and Roman History according to Andrae. — Two periods a week. (Prof. Ross.)

ARITHMETIC. Percentage. Interest. Banking. Stocks and Bonds. Ratio and Proportion. Powers. Roots. Metric system. Mensuration. Measurement of solids. General review. Text, Wendworth—Smith.—Four periods a week. (Prof. Hardt.)

ZOOLOGY. Protozoa. Sponges. Coelenterates. Worms. Mollusks. Arthropods. Echinoderms. Birds. Trips to the Zoo in Washington Park and to the Milwaukee Public Museum. — Two periods a week. (Prof. Bergmann.)

GEOGRAPHY. Geography of America. — Two periods a week. (Prof. Mueller.)

QUINTA.

RELIGION. Exposition of the Synodical Catechism, questions 1—200, on the basis of the English text. Four German and three English hymns were committed to memory. — Two periods a week. (Pres. Albrecht.)

LATIN. The entire Formenlehre according to Stegmann's Grammar and Oehler's Uebungsbuch. Weekly written exercises. Written and oral tests.—Seven periods a week. (Gaenssle.)

GERMAN. **Reading:** Rathmann's Third Reader. Just's Lutherbuch.
Analysis of selected poems.

Grammar: Course of Sexta reviewed and extended.

Composition: Weekly written exercises in spelling and punctuation. Oral reproductions. Compositions.

Elocution: Four declamations by each student. — Five periods a week. (Prof. Hardt.)

ENGLISH. **Reading:** Franklin's Autobiography, edited by Montgomery; Longfellow's Evangeline and Whittier's Snow-Bound. (Riverside Literature Series.)

Grammar and Composition: Book Two of Hyde's Two Book Course in English completed. Woolley's Handbook of Composition, pp. 67—171. Numerous exercises.

Spelling: The Modern Spelling Book completed.

Elocution: Four declamations by each student. — Five periods a week. (Prof. Mueller.)

HISTORY. Andrae's Sketches from World-History, from the crusades to the downfall of Napoleon I. — Two periods a week. (Prof. Hattstaedt.)

GEOGRAPHY. Geography of Europe, Asia, Africa, and Australia, according to Daniel's Leitfaden der Geographie. General geography. — Two periods a week. (Prof. Hardt.)

MATHEMATICS. **Algebra:** Text, Hawkes, Luby, and Touton. Fundamental operations. Special products. Factoring. H. C. F. & L. C. M. Fractions. Ratio and proportion. Roots and Radicals. Imaginaries. Linear and quadratic equations and systems. Graphical representation. Originals and recreations. — Five periods a week. (Prof. Bergmann.)

BOTANY. Text, Bergen and Caldwell. Structure and work of plants. Pollination and fertilization. Bacteria, Algae, Fungi, Mosses, Ferns, Gymnosperms, and Angiosperms. Leading families of flowering plants. Plant breeding. Field trips. — Two periods a week. (Prof. Bergmann.)

QUARTA.

RELIGION. Biblical History, New Testament. Christ's birth and childhood. His appearance in Judea. His prophetic activity in Galilee and Samaria, and His passion, death, and resurrection. The founding of the Church and the missionary work of St. Paul. Review of Luther's small catechism according to the German and English texts. — Two periods a week. (Pres. Albrecht.)

LATIN. Cornelius Nepos, Lives. Exercises in Latin composition. Written exercises and reviews. — Seven periods a week. (Prof. Gaenssle.)

GREEK. Etymology exclusive of the liquid verbs according to Kaegi's Grammar and Gerth's Lessons in Greek. Written exercises. Tests. — Six periods a week. (Prof. Huth.)

GERMAN. **Reading:** Masius' Reader. Freitag's Doctor Luther. A large number of poems were analyzed.

Grammar: Formenlehre and Syntax according to Crull's Grammar.

Composition: Original compositions. Weekly written exercises.

Elocution: Four declamations by each student. Exercises in oral expression. — Four periods a week. (Prof. Hattstaedt.)

ENGLISH. **Reading:** Shakespeare's The Merchant of Venice (The Arden Shakespeare), Lowell's The Vision of Sir Launfal and Other poems (Riverside Literature Series); Webster's First Bunker Hill Oration together with Other Addresses Relating to the Revolution (Longmann's English Classics), Simonds's A Student's History of American Literature.

Composition: Woolley's Handbook of Composition, pp. 67—171. Numerus exercises. Themes.

Spelling: The Modern Spelling Book completed.

Elocution: Four declamations by each student. — Four periods a week. (Prof. Mueller.)

HISTORY. History of the ancient Greeks. — Two periods a week. (Prof. Huth.)

MATHEMATICS. **Algebra:** Text, Wells. Fundamental operations. Special products. Factoring. H. C. F. & L. C. M. Fractions. Ratio and proportion. Roots and radicals. Linear and quadratic equations and systems with graphical representation. Originals and recreations. — Four periods a week. (Prof. Bergmann.)

SCIENCE. **General Chemistry.** Principle gaseous elements and their compounds. Combustion. Atmosphere. Halogens, Acids, bases, and salts. Carbon, Sulphur, Phosphorus, Silicon and their compounds. Valence. Fundamental laws. Atomic weights. — One period a week. (Prof. Bergmann.)

TERTIA.

RELIGION. Biblical History, New Testament. Christ's birth and childhood. His appearance in Judea. His prophetic activity in Galilee, Samaria and Berea. His passion, death, and resurrection. The founding of the church and the missionary work of Paul. Review of Luther's small catechism according to the German and English texts. Two English church-hymns were memorized. Tests. — Two periods a week. (Pres. Albrecht.)

LATIN. **Reading:** Caesar de Bello Gallico, Books I—III. Selections Ovid's Metamorphoses.

Grammar: Syntax according to Stegmann's Grammar and Ostermann's Exercises for Tertia. Weekly written exercises. Reviews. — Seven periods a week. (Prof. Ross.)

GREEK. Reading of Xenophon's Anabasis, Books I and II. Study of the irregular Verbs and review of the entire Formenlehre according to Kaegi's Grammar and Gerth's Uebungsbuch II. Weekly written exercises. — Six periods a week. (Prof. Gaenssle.)

GERMAN. **Reading:** Schiller, Wilhelm Tell; Koerner, Zriny; Freytag, Die Journalisten; Schiller, Das Lied von der Glocke. Numerous poems were read and analyzed.

Grammar: Review of Grammar in connection with the written work done by the students.

Rhetoric: Figures of Speech.

Composition: Original compositions. Bi-weekly written exercises in the class-room based in part on matter previously read.

Elocution: Four declamations by each student.—Four periods a week. (Prof. Hattstaedt.)

ENGLISH. **Reading:** Tennyson's The Idylls of the King (Longmans' English Classics), Sheridan's The Rivals and The School for Scandal (Macmillan's English Classics); Hawthorne's The House of the Seven Gables (Riverside Literature Series); Whipple's How to Study Effectively.

Composition and Rhetoric: Genung and Hanson's Outlines of Composition and Rhetoric. Original compositions.

Elocution: Four declamations by each student. — Four periods a week. (Prof. Mueller.)

FRENCH. Elements of French according to Ploetz. (Prof. Hattstaedt.)

HISTORY. Roman and medieval history to the Karolingian period. —Two periods a week. (Prof. Huth.)

MATHEMATICS. **Plane Geometry:** Text, Durrell, Books I—V. Rectilinear figures. The circle. Proportion. Similar polygons. Area of polygons. Regular polygons. Measurement of the circle. Numerical applications. Symmetry. Historical matter. Emphasis on originals. Recreations.— Four periods a week. (Prof. Bergmann.)

SCIENCE. **Physics:** Measurement. Molecular forces and motions. Mechanics of liquids and gases. Force and motion. Work and energy. Heat. Experiments. Problems. Text, Tower, Smith and Turton. — One period a week. (Prof. Bergmann.)

SECUNDA.

RELIGION. Exposition of the Synodical Catechism on the basis of the English text, questions 171—351. Luther's small catechism often reviewed. Tests. — Two periods a week. (Pres. Albrecht.)

LATIN. **Reading:** Livy, Book XXI; Cicero, De Amicitia; Virgil, Book II.

Grammar: Repetition of Syntax according to Stegmann's Grammar and Ostermann's Exercises. Written exercises. Reviews. — Seven periods a week. (Prof. Ross.)

GREEK. **Reading:** Xenophon's Hellenika, Book I and II; Homer's Odyssey, Books V—VIII; Lysias' Orations XVI, XXIV, XXXI.

Grammar and Composition: Cases, pronouns, tenses according to Kaegi and Wesener. Domestica. Tests. — Six periods a week. (Prof. Huth.)

HEBREW. Noun and regular verb according to Baltzer's Grammar and Schmidt's Lessons in Hebrew. Weekly written exercises. — Three periods a week.

GERMAN. **History of German Literature:** From the earliest times to the days of Luther according to Hattstaedt's Handbook of German Literature.

Reading: Nibelungenlied, Gudrun, Walter von der Vogelweide, das Volkslied, Hans Sachs. Schiller, Maria Stuart.

Composition: Original compositions.

Elocution: Three declamations by each student with special attention to gesticulation.—Three periods a week. (Prof. Hattstaedt.)

ENGLISH. **Reading:** Pope's The Iliad of Homer (Longmans' English Classics), Shakespeare's As You Like It (Longmans' English Classics); Macaulay's History of England, Ch. I (Maynard's English Classics), Goldsmith's The Vicar of Wakefield (Macmillan's English Classics.)

History of English Literature: English literary history was studied from the beginning to the Elizabethan drama included, according to Newcomer's English Literature.

Composition: Original compositions.

Elocution: Three declamations by each student. — Three periods a week. (Prof. Mueller.)

MATHEMATICS. Solid Geometry, Books VI—VIII according to Wentworth-Smith. Lines and planes in space. Polyhedro, Cylinders, and Cones. The Sphere. Emphasis on solution of originals. Historical matter. Recreations. — Three periods a week. (Prof. Bergmann.)

SCIENCE. **Physics:** Magnetism. Electricity. Light. Sound. Experiments. Problems. Text, Tower, Smith, and Turton.

Evolution: Survey of principal hypotheses of earth's origin (gaseous, meteoric, planetesimal) and of organic evolution (systems of Lamarck, Darwin, De Vries and others.) Adverse criticism. Examination of fossil specimen and casts in the Milwaukee Public Museum. — One period a week. (Prof. Bergmann.)

HISTORY. European history from the migrations to the Reformation, with special emphasis on the conflict between the papacy and the empire. — Two periods a week. (Prof. Gaenssle.)

PRIMA.

RELIGION. The Acts, Chapters 1—18, read in original Greek and expounded. Review of the entire Synodical Catechism.— Two periods a week. (Pres. Albrecht.)

LATIN. **Reading:** Tacitus, Germania and Agricola. Cicero, Somnium Scipionis. Tusculan Disputations, Book I. In connection herewith a brief outline of Greek philosophy was given. Horace, Odes and Epodes.

Composition: Exercises according to Ostermann's Lessons in Latin. — Seven periods a week. (Prof. Gaenssle.)

GREEK. **Reading:** Lucian, Charon, Somnium, Vitarum Auctio. Plato, Apology, Crito. Euripides, Iphigenia in Tauris.

Grammar: Syntax of the moods, infinitives, and participles according to Kaegi. Exercises. Tests.—Six periods a week. (Prof. Huth.)

HEBREW. The irregular verb according to Baltzer's Grammar and Lessons in Hebrew. Written tests. — Three periods a week. (Prof. Ross.)

GERMAN. **History of German Literature:** From Luther to the nineteenth century, according to Hattstaedt's Handbook of German Literature.

Reading: Goethe's Egmont. Numerous selections from noted poets and prose writers.

Composition: Original compositions.

Elocution: Two declamations by each student, with special attention to gesticulation. — Three periods a week. (Prof. Hattstaedt.)

ENGLISH. **Reading:** Shakespeare's Hamlet (Macmillan's English Classics), Milton's Paradise Lost, Books I —III (Riverside Literature Series); Burke's Speech on Conciliation with America (Longmans' English Classics), De Quincey's Revolt of the Tartars (Longmans' English Classics.)

History of English Literature: English literary history was studied from the Elizabethan age to the early nineteenth century, according to Newcomer's English Literature.

Composition: Original compositions.

Elocution: Three declamations by each student.—Three periods a week. (Prof. Mueller.)

MATHEMATICS. **Trigonometry:** Functions of acute angles. The right triangle. Logarithms. Goniometry. The oblique triangle. Laws of sines, cosines, and tangents. Miscellaneous examples. Text, Wentworth.

Conic Sections. Historical outline of development of rectification of the circle and circlesquaring. — Three periods a week. (Prof. Bergmann.)

SCIENCE. **Physiology:** Text, Blaisdell's Life and Health. — One period a week. (Prof. Bergmann.)

HISTORY. European history from the death of Luther to the downfall of Napoleon I. — Two periods a week. (Prof. Hattstaedt.)

Classification by Residences of Pupils, 1881-1917.

Wisconsin	777	N. Dakota	3
Illinois	585	Massachusetts	3
Michigan	127	Arkansas	3
Missouri	105	Texas	2
Minnesota	95	Arg. Rep., S. A.	3
Iowa	84	New Jersey	2
Nebraska	48	Washington	4
New York	27	Connecticut	1
S. Dakota	21	Pennsylvania	1
Germany	21	Kentucky	1
Indiana	18	Alabama	1
Kansas	15	New Zealand	2
California	14	Hindustan	1
Canada	9	Nevada	1
Ohio	8	Australia	1
Oregon	9		
Maryland	5	Total	1995

Classification by Enrollments of Pupils, 1881-1917.

Collegiate Year	Newcomers	Total Enrollment	Collegiate Year	Newcomers	Total Enrollment
1881—82	19	19	1899—1900	43	185
1882—83	27	41	1900—1901	56	185
1883—84	78	113	1901—1902	87	237
1884—85	52	149	1902—1903	64	232
1885—86	59	169	1903—1904	83	250
1886—87	43	164	1904—1905	79	252
1887—88	39	132	1905—1906	49	236
1888—89	46	123	1906—1907	60	216
1889—90	63	141	1907—1908	65	214
1890—91	66	182	1908—1909	55	212
1891—32	58	201	1909—1910	32	187
1892—93	77	225	1910—1911	57	195
1893—94	51	227	1911—1912	47	202
1894—95	49	213	1912—1913	84	237
1895—96	45	179	1913—1914	64	241
1896—97	72	207	1914—1915	42	202
1897—98	65	219	1915—1916	49	201
1898—99	43	190	1916—1917	26	180

of the Blackwall stages. But *it is certain that those who will not crack the shell of* HISTORY *will not get at the kernel.* Johnson, with hasty arrogance, pronounced the kernel worthless, because he saw no value in the shell. *The real use* of traveling to distant countries and *of studying the annals of past times is to preserve men from the contraction of mind which those can hardly escape whose whole communion is with one generation and one neighborhood, who arrive at conclusions by means of an induction not sufficiently copious, and who, therefore, constantly confound exceptions with rules, and accidents with essential properties.* In short, the real use of traveling and of studying history is to keep men from being what Tom Dawson was in fiction, and Samuel Johnson in reality."—*Lord Macaulay.*

"Reading maketh a full man, conference a ready man, and writing an exact man; and therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the MATHEMATICS subtle; natural philosophy deep; moral, grave; logic and rhetoric, able to contend. Abeunt in studia mores. [Studies pass into the character, or, Manners are influenced by studies.] Nay, *there is no stond* [hindrance] *or impediment in the wit, but may be wrought out by fit studies,* like as diseases of the body may have appropriate exercises.... Gentle walking is good for the stomach, riding for the head, and the like; *so if a man's wits be wandering, let him study the mathematics, for in demonstrations, if his wit be called away never so little, he must begin again....* So every defect of the mind may have a special receipt."—*Francis Bacon.*

"*Education, that glorious word* which is so much used and so much abused, grasps within its golden rim everything which can develop, strengthen, harmonize, intensify, and render effective all those faculties of our entire nature, intellectual and corporeal, which the Creator has endowed us with; and in the logical application of this truth, it stands forth in assertion of the long-despised and repudiated claims of the body. It *says that since every part of our nature is the sacred gift of God, he who neglects his body, who calumniates his body, who misuses it, who allows it to grow up puny, frail, sickly, misshapen, homely, commits a sin against the Giver of the body.*"—*Moses Coit Tyler.*

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CONCORDIA COLLEGE

MILWAUKEE, WIS.

1919—1920

"So lieb als uns das Evangelium ist, so hart lasst uns ueber den Sprachen halten."

Luther

"It is not uncommon, nowadays, to hear objections to CLASSICAL EDUCATION, usually from those who have never had it, and declamations against DEAD LANGUAGES, usually from those who have never learned them. But the Humanists may unquestionably leave it to the Geologists to fight the battle for antiquity. These have shown us that the older the fossils the more instructive their lessons; indeed, so much importance is attached to ancient animal life that the national government, with great liberality, encourages its study by promoting explorations, museums, and costly publications. Be it so; but let not the nation which does this forget that *the oldest literature is not old or dead, but fresh and living* in comparison with the bones of the cave dwellers, and that though a megatherium is wonderfully instructive, an ancient Epic or a Drama is not unworthy of attention."—*Daniel C. Gilman*

"The ARTS and SCIENCES may sustain no greater injury than when youth is not properly trained up in GRAMMAR."—*Philip Melanchthon.*

"THE ENGLISH LANGUAGE, which has produced and nourished with its milk the greatest of modern poets, the only one who can be compared with the classical poets of antiquity (who does not see that I am speaking of Shakespeare?) may of good right be called *a universal language.*"—*Jacob Grimm.*

"Now unflexible and unyielding, like the spruce tree of his native soil, now soft, like the smooth outlines of the tender birch; now firm and gnarled, like the oak tree in the Teutonic forest primeval, now mild, like the sweet-smelling linden—such is the GERMAN, such, too, is his LANGUAGE; a precious kernel in a rough shell."—*Oscar Weise.*

"Assuredly one fact which does not directly affect our own interests, considered in itself, is not better worth knowing than another fact. The fact that there is a snake in a pyramid, or the fact that Hannibal crossed the Alps by the great St. Bernard, are in themselves as unprofitable to us as the fact that there is a green blind in a particular house in Threadneedle Street, or the fact that a Mr. Smith comes into the city every morning on the top of one

CATALOGUE

of

Concordia College

MILWAUKEE, WIS.

ISSUED AT THE
END OF ITS THIRTY-NINTH YEAR, 1919—1920
PUBLISHED BY THE COLLEGE

Calendar for 1920—1921.

First Semester begins	September 1.
Reformation Day	October 31.
Thanksgiving Day	November 25.
Christmas Vacation begins	December 22.
Second Semester begins	February 1.
Washington's Birthday	February 22.
Easter Vacation begins	March 18.
Ascension Day	May 5.
Monday after Whitsunday	May 16.
Decoration Day	May 30.
Second Semester ends	June 24.

ALL CORRESPONDENCE

to be addressed to the President, the Rev. M. J. F. Albrecht, Concordia College, Milwaukee, Wis.

Concordia College, Milwaukee, Wis.

Concordia College

Concordia College is an institution of the Church, being conducted and supported by the "Evangelical Lutheran Synod of Missouri, Ohio, and other States," the largest branch of the Lutheran Church in America.

The special object of the education afforded in Concordia College is to prepare Christian young men for a thorough course in theology. The College may, therefore, be considered a preparatory institution for such Lutheran divinity schools as require for admission a thorough acquaintance with Latin and Greek, a good working knowledge of Hebrew, and a mastery of English and German.

At the same time it is the general aim of Concordia College to fit young men to pursue successfully the advanced courses of study offered by the best universities of the country, as well as to instruct and preserve its charges in the true Christian faith as taught in the Evangelical Lutheran Church.

With this end in view, Concordia College was modeled after the "gymnasia" of Germany, where most time and energy are expended on the classics. But in order to give young men committed to the care of the institution a culture somewhat more suited to their wants as American citizens, certain branches of knowledge were added to the curriculum, not commonly included in the Latin schools of Europe.

The course of studies, all of which are obligatory, extends over a period of six years. The classes are designated by Latin names, viz., Prima (first class), Secunda (second class), Tertia (third class), Quarta (fourth class), Quinta (fifth class), Sexta (sixth class). The two lower classes, Sexta and Quinta, are preparatory classes, though the study of Latin is begun in Sexta.

Grounds.

Concordia College is situated in the western part of Milwaukee, near the city limits. The site is elevated, healthy, and beautiful, and possesses every advantage of country and city life.

The grounds contain about seven and one half acres of land intersected on the north by State Street and on the south by Cedar Street. The first of the smaller parts thus cut off has been converted into a ball field for younger Concordians; the second contains residences occupied by professors of Concordia. The large tract which remains affords a roomy campus divided by the College buildings into three sections. The northwest section has been laid out to be used as ball grounds; the northern and southern sections are parked, furnishing in their close-clipped lawns and their shade trees, desirable places for recreation. At the northeast corner of the tract in question, corner of Thirty-First and State streets, stands the residence of the President of the College.

Buildings.

Concordia College has three main buildings, besides a gymnasium, a kitchen, a hospital, and seven residences.

The Recitation Hall is an imposing structure, which consists of two wings and a central edifice. The width of the building is 126 feet, while the depth of the wings and the central portion is 74 and 86 feet respectively. The building is composed of two stories, faced with St. Louis pressed brick, and a solid foundation, faced with Bedford sandstone. Visitors admire the large surface of plate glass in the front elevation and two massive columns at the main entrance.

This building is used only for purposes of instruction and worship. It contains eight large classrooms, the museum, the professors' library, and the chapel, besides the office and the chemical laboratory. The classrooms are all perfect in their way, being well-lighted, well-ventilated, of simple and substantial elegance. The chapel is an architectural gem. The ceiling and walls are covered with elaborate stuccowork overlaid with gilt. Other features of the chapel are a fine pipe organ and rich cathedral glass windows, the latter of which were donated by the alumni. The professors' library is also a magnificent apartment. All the woodwork of the building consists of red oak with antique stain, and hard maple.

West of the Recitation Hall, there is a large dormitory, which contains living and sleeping apartments. It also contains a spacious dining room, which is connected by a covered passageway with the kitchen—a frame structure of considerable dimensions.

Northeast of the kitchen, there stands what is styled the Old Building, a fine old structure of cream-colored brick with sandstone dressings. This also is a dormitory.

The Gymnasium is a structure 40x80 feet, and well equipped with the necessary apparatus.

The Hospital, though a small building, is perfectly adapted for its purposes. Its cheerful environs make it a pleasant home for the patients of Concordia.

Courses of Instruction.

Religion.

Since the training of young men who look to the ministry as their lifework is the special aim of Concordia College, due emphasis is laid on the religious and spiritual side of the student's education. Luther's catechism, that unrivaled compendium of Christian truth, is carefully expounded and elucidated, especially in the lower classes, until it may be said to be digested and assimilated by the pupils. Biblical history also receives a large share of attention, and is intended to give the student an intelligent apprehension of the history of salvation as foreshadowed in the Old Testament and fulfilled in the New. Both the English and German Bibles are used. In the upper classes, the students having acquired the knowledge of Greek, some portion of the New Testament is studied in detail on the basis of the original text.

Hebrew.

The course in Hebrew extends over two years. Its object is to give the student a thorough grasp of the grammatical principles of the language both in etymology and syntax. Special stress is laid on the acquisition of a tolerably full vocabulary, so that the student is well equipped for exegetical work on entering the theological seminary. During the second year, portions of historical Hebrew narrative are read and expounded.

Latin and Greek.

Concordia College offers a thorough course in Latin and Greek. To the former, seven weekly periods are devoted throughout the entire six years' course, while the study of the latter is begun in Quarta, receiving six weekly periods for four years. Concordia College believes, in spite of assertions and declamations to the contrary, that a knowledge of these ancient languages constitutes one of the indispensable foundations of a broad and general culture. Whether regarded as an instrument to develop mental power and the reasoning faculty, or as a key to unlock many hidden treasures of learning, or as an accomplishment necessary for an intelligent appreciation of the masterpieces in modern literature, Latin and Greek must ever hold a prominent place in higher education.

With this conviction, Concordia College aims first of all to lay a secure and solid foundation in the elements of grammar, not rushing the student into Caesar or Xenophon by any short and easy method, but introducing him to these authors only after he has acquired such knowledge of etymology and syntax as to enable him to read them with a fair degree of ease and confidence. While realizing that grammar, in any language, may be unduly emphasized, Concordia College insists that the grammar put in the boy's hands is not merely to be consulted occasionally as a work of reference,

but a book to be studied and mastered. For this purpose much written and oral composition is required.

As for the reading of classical writers, it is rather intensive than extensive, thoroughness and accuracy not being sacrificed to quantity and bulk. However, the student forms a good acquaintance with the principal writers of classical antiquity. Any one graduating with honors in these branches is well equipped, either to pursue work independently, or to enter into the wider field of philology in the university.

German.

This department is naturally strong, most of the students being of German parentage and entering the institution with a living knowledge of the language. The course seeks to give the student a ready command of the vast resources of the German tongue, to teach him to use it, whether orally or with the pen, with ease and elegance, and to impart to him a knowledge of its history and literature. Much written work in the shape of paraphrases, abstracts, or original compositions is required throughout the entire course. Numerous selections from representative prose writers, a large number of poems and dramas are read and analyzed, and their literary excellence exhibited. Thus the student insensibly acquires a refined literary taste and learns to fashion his own style after the pattern of finished masterpieces. It may be added that every recitation is begun with a declamation by a member of the class. In this way the students are taught the art of correct pronunciation, enunciation, and emphasis. The principles of gesticulation are taught in the two upper classes.

English.

The work in English is similar to that in German. All the students of Concordia College are expected to speak and write both languages with equal readiness and facility. English, therefore, receives a proportionate share of time. The course is designed to furnish the student with the power of correct oral and literary expression, to stimulate a love of reading, and to acquaint him with the vast fields of English literature. To this end, stress is laid on exact grammatical knowledge and correct pronunciation as well as on the rules of composition and rhetoric. But since mere technical knowledge is necessarily inadequate, much reading and writing is required. Not only is the student expected to be fully prepared on all selections read and discussed in the classroom, but supplementary private reading, suited to his grade, is assigned him, and he must satisfy his instructor that he has done this work carefully and conscientiously. As in the German department, numerous essays, compositions, abstracts, and summaries constitute an important part of the English work, with a view to train the student to think methodically and to clothe his thought in adequate language. Representative works of both British and American authors are read and analyzed in the classroom, while an outline of the history of English literature gives the student a general knowledge of the development of English in its various literary forms, at the same time inviting him to more extended reading and study. In the English department also each recitation is begun with a declamation.

French.

For lack of time the course in French is somewhat limited, confining itself to the rudiments of grammar and the pronunciation. Nevertheless, the energetic student may, with the aid thus offered, easily continue independent study and acquire a good reading knowledge of the language.

History.

Cicero describes history as the **testis temporum** and the **magistra vitae.** And such it is. It is the record of man's doings and achievements, summing up the final results of all the forces, physical, intellectual, moral, and religious, of the human race. Nothing, therefore, can be better suited to enlarge the student's horizon, to broaden his outlook on human life and affairs, to widen his sympathies and educate his judgment than an intelligent study of the great drama of human history. Conscious of these facts, Concordia College aims to give its students such a knowledge of history, ancient, medieval, and modern, as every well-informed and cultured person must be expected to possess. The method employed is to place in the hands of the student an approved textbook, the contents of which he is expected to master, while supplementary lectures and collateral reading serve to round off his knowledge.

Geography.

Geography receives such attention as a good general education requires. Two years of instruction are devoted to it. Apart from its value as an independent study it is an indispensable accessory in the teaching of history.

Mathematics.

As an instrument of mental discipline, mathematics occupies a foremost place. It is the object of the course to train the student in close, consecutive reasoning and to cultivate and develop the power of correct logical deduction. The course includes practical arithmetic, algebra, plane and solid geometry, and trigonometry.

Science.

The courses are intended to give a general survey of the field of the natural sciences. Instruction in chemistry aims to furnish the student a good practical knowledge of elementary inorganic chemistry, the subject being taught by means of text books, lectures, and illustrative experiments on the part of the instructor. The course in physics aims to acquaint the student with the laws underlying natural phenomena, to cultivate habits of observation, and to lead to an intelligent appreciation of nature's manifold wonders. The physical department is equipped with a stereopticon and other apparatus necessary for experiments. The biological course embraces

the study of the numerous forms of plant and animal life, culminating with the study of man in his physical aspect, this including anatomy, physiology, and hygiene.

Music.

It is not the purpose of this department to give technical and theoretic instruction in music. This does not fall within the aims of Concordia College. The entire student body is, however, instructed in the principles of correct singing once a week, special attention being given to the rich treasury of choral melodies, justly prized by the Lutheran Church. Students are also encouraged to play an instrument, and an orchestra, under the leadership of a special instructor, is in a flourishing condition. It is understood, however, that the time and attention given to music is not to interfere with the regular, prescribed studies.

Gymnastics and Athletics.

While the aim of Concordia College is primarily to guide and stimulate the mental, moral, and religious growth of the student, the second part of the poet's dictum (mens sana in corpore sano) is not overlooked. The College, therefore, has made provision for regular gymnastic training under the direction of a competent instructor. Four hours of each week are set apart for this purpose, and participation in all the exercises is obligatory.

In spring and early autumn, the college campus offers good facilities for outdoor sports, baseball naturally being the college game. But though in hearty sympathy with athletics, Concordia College discountenances all excessive tendencies in this direction. As a matter of fact, the importance attached to athletics in many institutions of our country is manifestly incongruous with the proper aims of any college. Athletics can never justly be regarded as other than a means of healthy exercise and recreation, and are, therefore, to be kept within reasonable bounds. It might be added that football, for reasons obvious to any judicious observer, is forbidden. Basket ball, on the other hand, forms one of the chief indoor sports during the winter season.

Educational Adjuncts.

The principal educational adjuncts are the museum and the library.

The museum is made up of a mineral cabinet, containing many rare and unique specimens, a valuable collection of mounted bird skins, a well selected cabinet of physical apparatus, a large collection of shells, an entomological cabinet, a collection of American antiquities, and several smaller collections of objects of general interest, besides a full series of maps, charts, and models to illustrate crystalline forms, etc.

There are two libraries, one for the exclusive use of the teachers, the other for the students. The former includes the leading works in history, philology, natural science, etc. The latter is al-

most evenly composed of standard English and German works, which cover all departments of literature. Books are issued once a week; but the students are not at liberty to draw those books for which they have a momentary fancy, the reading of the pupils being superintended and guided by the librarian, a member of the faculty.

It may be here noted that the city also possesses an excellent library and an art gallery, both of which institutions, together with the well-stocked museum and the zoological garden, are valuable auxiliaries in the matter of education.

Literary Societies.

Besides the regular courses of instruction, an important educational factor are the literary societies of the various classes. The work required in the preparation of speeches, essays, debates, and the like involves reading and study of a more general and diversified character than the regular routine of classroom work calls for, and hence affords the student abundant opportunity of increasing his stock of knowledge in various directions. At the same time, the practice of debating develops the faculty of ready speech and imparts selfconfidence in appearing before an audience. Membership in these societies is optional, but most of the students join at their own initiative.

Expenses.

Pupils studying for the ministry are exempt from charges for tuition. Pupils qualifying for a vocation other than the ministry pay a tuition fee of forty dollars per annum. The same fee is paid by all those pupils of the former class, who, for some reason or other, leave the College, except in cases of relegation, protracted illness, or consilium abeundi (advice to give up study).

Entrance, lodging, and graduation are free to all pupils.

The cost of board is $100.00 per annum, payable in quarterly installments. This includes all charges for light, fuel, medical treatment, physical training, and use of library.

The college furnishes, free of charge, each student a sanitary bedstead with coil spring, bed sheets, pillow slips (size 14x28 in.), and a spread. The student is expected to supply himself with a mattress, blankets, and a pillow.

All laundering is done at the expense of the institution, with the exception of starched shirts, collars, and cuffs.

The yearly expenses for textbooks range from about ten to fourteen dollars.

Expenses for stationery, membership in literary or athletic organizations, and the like, are comparatively light.

Terms.

The college year is divided into two terms.

The first term extends from the first Wednesday in September to the thirty-first day of January.

The second term begins on the first day of February and continues until the last Friday of June.

The college year embraces a period of forty weeks of instruction, barring the short Christmas and Easter vacations and a few single holidays.

Reports and Diplomas.

At the close of each year, the standing of each student is determined in the various branches and a report sent to the parents or guardians. The report contains a detailed statement of the student's proficiency (or deficiency, as the case may be) in the several studies, his regularity in attendance, and his general deportment. The graduating class is awarded diplomas, which are of three grades, the highest distinction attainable being "summo cum honore."

Discipline.

Every student is required to lead a Christian life and conform to the College regulations.

The discipline is exercised in a Christian spirit. Every student is treated with love and patience, and severity is resorted to only when demanded by a proper regard for the spiritual welfare of the student in question as well as by the demoralizing influence he may exert on the School. But even in extreme cases, when it becomes necessary to sever the student's connection with the College, nothing is left undone to make him realize his wrong.

Services are held every morning and evening in the College chapel. They are conducted by the President and attended by all students living at the College. There are no divine services at College on Sundays, as there is a great number of Lutheran churches in Milwaukee, at which the students may worship.

Conditions of Admission.

Students are admitted, as a rule, only at the beginning of the College year. All applications for admission must be accompanied by testimonials of good moral character. **Candidates for admission must have a fair knowledge of English, German, Arithmetic, Geography, and United States History.** Students may enter an advanced class, provided they pass a satisfactory examination or show up certificates issued by recognized schools.

An Announcement.

The college desires to announce to its patrons that henceforth such prospective students as may be insufficiently trained in the knowledge of German need not be deterred from entering its halls. To meet the wants of such students, parallel classes have been arranged in Latin and German, in which English is used as the medium of instruction.

Incidentally, we should like to voice the confident hope that in the near future the college course, which should really be extended by two years, will receive at least one additional year. This would render it possible not only to go more extensively into fields already worked, but also to include certain branches which are at present wanting in the curriculum.

A Request.

"The harvest is great, but the laborers are few." The request, therefore, is: Send us many boys to fill the institution. At the same time, it should be remembered that those who contemplate a course of study in Concordia must be fairly gifted and energetic. Otherwise they cannot hope to perform their daily tasks without being a burden to themselves and a drag upon others. Any boy of good average intelligence, who makes faithful use of his opportunities, will experience no serious difficulty in maintaining a respectable standing in scholarship.

Tabular Statements.

Control of the Institution.

1. The General President of Synod, the *Rev. F. Pfotenhauer.*
2. Board of Trustees: The *Rev. Ed. Albrecht,* President of the Southern Wisconsin District; the *Rev. B. Sievers; Mr. Fred C. Pritzlaff; Mr. W. A. Starke; Mr. Frank Damkoehler.*
3. Board of Electors: The General President of Synod, the Board of Trustees, and the *Revs. O. Kaiser, Wm. Matthes, E. Zapf, B. H. Succop, K. Schmidt.*

The Faculty.

1. *The Rev. M. J. F. Albrecht,* President of College; Instructor in the Principles of Christianity. 2. *Carl F. W. Huth,* Professor of Classics. 3. *George W. Mueller,* Professor of English. 4. *Otto Hattstaedt,* Professor of German. 5. *Carl Ross,* Professor of Hebrew and Classics. 6. *Carl Gaenssle, Ph. D.,* Professor of Hebrew and Classics. 7. *Arthur Bergmann,* Professor of Natural Sciences and Mathematics. 8. *Alfred Eichmann,* Assistant Professor. 9. *Ernst Wolfram,* who served the institution as Assistant Professor till Christmas, when his place was taken by *Paul Zanow.* — *Andrew Mueller,* Intructor in Gymnastics.

Enrolled Students, 1919—1920.

Prima (Senior): 15.

R. Amling	Wisconsin	W. Roehrs	Illinois
M. Burgdorf	Illinois	E. Streufert	Illinois
H. Goetz	Illinois	S. Wambsganss	Wisconsin
R. Griebling	Wisconsin	R. Wangerin	Wisconsin
H. Kothe	Illinois	W. Werning	Iowa
K. March	Wisconsin	H. Winkel	Wisconsin
M. Naumann	Wisconsin	M. Zimmermann	Illinois
A. Neitzel	Illinois		

Secunda (Junior): 24.

K. Abel	Illinois	E. Guebert	Illinois
H. Baxmann	Wisconsin	G. Hass	Wisconsin
P. Brauer	Illinois	O. Herrmann	Canada
J. Brehm	Iowa	W. Herrmann	Canada
C. Clausing	Illinois	R. Jeschke	Illinois

C. Kaiser ..... Wisconsin
H. Kleinhans ..... Wisconsin
G. Kreft ..... Illinois
G. Krog ..... Iowa
H. Kuechle ..... Wisconsin
B. Laetsch ..... Wisconsin
R. Lange ..... Illinois
L. Menking ..... Wisconsin
E. Rahm ..... Illinois
A. Roeh ..... Iowa
E. Rosenwinkel * ..... Illinois
E. Rutz * ..... Wisconsin
P. Schedler ..... Wisconsin
W. Schink ..... Wisconsin

Tertia (Sophomore): 16.

C. Adler ..... Wisconsin
K. Diez ..... Wisconsin
O. Digert ..... Wisconsin
E. Dummer ..... Wisconsin
H. Gienapp ..... South Dakota
D. Gimbel ..... Illinois
E. Kuehnert ..... Illinois
O. Luetkens ..... Michigan
W. Nuechterlein ..... Michigan
A. Oesch ..... Wisconsin
E. Schaller * ..... Wisconsin
W. Schmidtke ..... Illinois
E. Schroeder ..... Wisconsin
F. Senger ..... Wisconsin
M. Simon ..... Wisconsin
A. Wolter ..... Nebraska

Quarta (Freshman): 34.

W. Ackmann ..... Illinois
W. Baumgaertner ..... Illinois
A. Beawer ..... Wisconsin
K. Bergen ..... Wisconsin
H. Borchers ..... Illinois
H. Daenzer ..... Michigan
H. Daib ..... Wisconsin
B. Dallmann ..... Wisconsin
E. Fritz ..... Illinois
K. Gieschen ..... Wisconsin
W. Gieschen ..... Wisconsin
E. Giese ..... Wisconsin
E. Hinrichs ..... Iowa
E. Jenne ..... Illinois
K. Krenzke ..... Wisconsin
K. Kretzschmar ..... Missouri
E. Kuechle ..... Wisconsin
Eug. Kuechle ..... Wisconsin
M. Kuechle ..... Ohio
Th. Laesch ..... Illinois
P. Natzke ..... Wisconsin
W. Naumann ..... Wisconsin
Th. Nickel ..... Illinois
E. Ninnemann ..... Wisconsin
H. Pfotenhauer ..... Illinois
H. Rische ..... Wisconsin
A. Rutz ..... Wisconsin
R. Schaefer * ..... Nebraska
J. Schedler ..... Wisconsin
M. Schneider ..... Wisconsin
K. Steging ..... Illinois
P. Streufert ..... Illinois
W. Voss ..... Michigan
E. Willer ..... Illinois

Quinta (Second Preparatory): 31.

E. Ackmann ..... Illinois
A. Bahl ..... Iowa
F. Blomenkamp ..... Nebraska
E. Burgdorf ..... Illinois
F. Burow ..... Wisconsin
W. Dicke ..... Wisconsin
W. Discher ..... Iowa
A. Elbert ..... Wisconsin
M. Frick ..... Illinois
G. Graack ..... Wisconsin
B. Hintz ..... Illinois
H. Hoessel ..... Wisconsin
H. Juds ..... Wisconsin
Th. Krenzke ..... Wisconsin
R. Kretzschmar ..... Missouri
C. Krueger ..... Wisconsin
H. Laetsch ..... Wisconsin
W. Meyer ..... Iowa
Th. Mueller ..... Wisconsin
E. Pflug ..... Illinois
L. Rausch ..... Ohio
M. Roehrs ..... Illinois
P. Schaefer ..... Nebraska
G. Schmeling ..... Wisconsin
Th. Schroeder ..... Illinois
H. Stahmer ..... Iowa
V. Stahmer ..... Iowa
K. Steffen ..... Wisconsin
A. Streufert ..... Illinois
A. Wagner ..... Iowa
R. Wolter ..... Iowa

Sexta (First Preparatory): 47.

H. Behrens ..... Illinois
P. Berger ..... Wisconsin
F. Bendewald ..... Illinois
E. Bickel ..... Michigan
E. Eberhardt ..... Wisconsin
J. Ebner ..... Wisconsin
E. Emmerich ..... Wisconsin
E. Freiburger ..... Illinois
L. Garbisch ..... Wisconsin
J. Geistlinger ..... Illinois
C. Goetsch ..... Wisconsin
A. Griebling ..... Wisconsin
J. Hennig ..... Canada
E. Kaiser ..... Wisconsin
G. Kaniess ..... Wisconsin
C. Karrer ..... Wisconsin
M. Karrer ..... Wisconsin
F. Kauth ..... Wisconsin
G. Kirchen ..... Wisconsin
A. Laesch ..... Illinois
W. Lauterbach ..... Wisconsin
W. Lawerenz * ..... Wisconsin
Th. Mahnke ..... Wisconsin
O. Marten ..... Wisconsin
K. Martensen ..... Iowa
P. Metzger ..... Michigan
J. Naumann ..... Wisconsin
A. Oesch ..... Wisconsin
A. Pautz ..... Wisconsin
C. Pickelmann ..... Michigan
A. Piepkorn ..... Wisconsin
E. Priebe ..... Wisconsin
N. Roecker ..... Illinois
E. Scharping ..... Illinois
O. Schedler ..... Wisconsin
H. Schmidtke ..... Illinois
E. Thusius ..... Wisconsin
J. Thusius ..... Wisconsin
W. Theiss ..... Illinois
A. Thies ..... Illinois
K. Weckwerth ..... Wisconsin
O. Wegener ..... Wisconsin
H. Wendland * ..... Michigan
F. Wiese ..... Wisconsin
A. Wilkening ..... Michigan
A. Zeitner * ..... South Dakota
W. Zersen ..... Illinois

The following members of this class received their instruction in Latin by means of the English language: P. Berger, J. Ebner, E. Kaiser, C. Karrer, M. Karrer, G. Kirchen, K. Martensen, A. Piepkorn, E. Priebe, H. Wendland, F. Wiese. — E. Kaiser, C. Karrer, M. Karrer, H. Wendland, and F. Wiese were in the beginners' class in German.

* Students whose names are marked with an asterisk left the institution during the course of the school-year.

Studies.

Religion.

Sexta (*First Preparatory*). — Exposition of the Synodical Catechism on the basis of the English text, Qu. 1—167. All proof-texts committed to memory. The Six Chief Parts of Luther's Small Catechism memorized in English. Five German and six English hymns committed to memory. (*Albrecht.*)

Quinta (*Second Preparatory*). — Exposition of the Synodical Catechism on the basis of the English text, Qu. 98—268. Four German and three English hymns committed to memory. Luther's Small Catechism reviewed, both in German and English. (*Albrecht.*)

Quarta (*Freshman*). — Biblical History: Old Testament. Luther's Small Catechism reviewed, both in German and English. Three German and three English hymns committed to memory. Tests. (*Albrecht.*)

Tertia (*Sophomore*). — Biblical History: Old Testament. Also in this class Luther's Small Catechism was often reviewed, both in English and German. Two new German and two new English hymns were memorized. Written work. (*Albrecht.*)

Secunda (*Junior*). — Exposition of the Synodical Catechism on the basis of the English text, Qu. 98—299. Luther's Small Catechism reviewed. Written work. (*Albrecht.*)

Prima (*Senior*). — Gospel according to St. Mark, read in Greek and elucidated. Review of the entire Synodical Catechism. (*Albrecht.*)

Latin.

Sexta (*First Preparatory*). — *German-Latin section:* The declensions and regular conjugations, according to Ostermann's Uebungsbuch fuer Sexta. One written exercise per week. (*Ross.*) — *English-Latin section:* The same course according to Bennett's Grammar and Ostermann. (*Zanow.*)

Quinta (*Second Preparatory*). — The entire Formenlehre according to Ostermann's text-book for Quinta. Weekly written exercises. Weekly tests. (*Eichmann.*)

Quarta (*Freshman*). — Reading: The Lives of Cornelius Nepos, edited by Lindsay. Grammar and composition: The doctrine of the cases, according to Ostermann's Uebungsbuch and Bennett's Latin Grammar. Written exercises and tests. (*Gaenssle.*)

Tertia (*Sophomore*). — Reading: Caesar's Gallic War, Books I—IV. Selections from Ovid. Grammar: Infinitive, participle, tenses, final and consecutive clauses, according to Stegmann's Grammar and Ostermann's Uebungsbuch. Weekly written exercises. (*Ross.*)

Secunda (*Junior*). — Reading: Livy, Book XXI. Virgil, Aeneid, Books I, II. Grammar and composition: Syntax according to Stegmann's Grammar and Ostermann's Uebungsbuch. Written exercises and tests. (*Ross.*)

Prima (*Senior*). — Reading: Tacitus, Germania and Agricola; Cicero, Tusculan Disputations, Book I; Horace, selections from the Odes and Epodes. Review of Grammar. Composition according to Ostermann. (*Gaenssle.*)

Greek.

Quarta (*Freshman*). — The Formenlehre up to the second conjugation, according to Kaegi's Grammar and Uebungsbuch. Written exercises and tests. (*Gaenssle.*)

Tertia (*Sophomore*). — Reading: Xenophon's Anabasis, Books I, IV. Grammar and composition: Study of the secondary tenses, of the second conjugation, and of the anomalous verbs, according to Kaegi's Grammar and Uebungsbuch. Written exercises. (*Huth.*)

Secunda (*Junior*). — Reading: Xenophon's Hellenica, Books I, II, III, chaps. 4, 5; Homer's Odyssey, Books VI, VII, VIII, IX. Grammar and composition: Repetition of the Formenlehre. The doctrine of the cases, pronouns, and tenses, according to Kaegi's Grammar and Uebungsbuch. (*Huth.*)

Prima (*Senior*). — Reading: Plato, Apology and Crito; Sophocles, Antigone; New Testament, Acts of the Apostles, chaps. 13—28. Grammar and composition: The cases, moods, infinitive and participle, according to Kaegi's Grammar and Uebungsbuch. (*Huth.*)

Hebrew.

Secunda (*Junior*). — The study of the noun and regular verb, according to Baltzer's Grammar and Uebungsbuch. Written exercises and tests. (*Ross.*)

Prima (*Senior*). — Review of the noun and the regular verb. The study of the irregular verb and the elements of syntax. Memorizing of verbs from Harper's Vocabularies. During the second semester selections of consecutive Hebrew from Genesis. Numerous written exercises and tests. (*Gaenssle.*)

German.

Sexta (*First Preparatory*). — Reading: New German Readers, III. Analysis of poems. Grammar Formenlehre according to Crull's Grammar. Composition: Original compositions, weekly written exercises, and oral reproductions. Elocution: Four declamations by each pupil. (*Hattstaedt.*) — *English-German section:* Course for beginners in German, according to Spanhoofd's Lehrbuch der deutschen Sprache. (*Eichmann.*)

Quinta (*Second Preparatory*). — Reading: New German Readers, III. Analysis of poems. Grammar: The entire Formenlehre, the parts of speech, and the simple sentence, according to Crull's Grammar. Composition: Original compositions; weekly written exercises in spelling and punctuation; reproductions, oral and written. Elocution: Four declamations by each pupil. (*Eichmann.*)

Quarta (*Freshman*). — Reading: Selected portions of Hattstaedt's Handbuch of German Literature read and analyzed, including a large number of poems. Grammar: Syntax according to Crull's Grammar. Composition: Original compositions, weekly written exercises. Elocution: Four declamations by each student. (*Hattstaedt.*)

Tertia (*Sophomore*). — Reading: Koerner's Zriny, Freytag's Die Journalisten, Scheffel's Der Trompeter von Saeckingen, Schiller's Lied von der Glocke, and numerous poems by other authors read and analyzed. Grammar: Grammar reviewed in connection with the written work done by the students. Rhetoric: Figures of speech. Composition: Original compositions. Numerous written exercises in the classroom. Elocution: Four declamations by each student. (*Hattstaedt.*)

Secunda (*Junior.*) — History of German Literature, from the earliest times to the days of Luther, according to Hattstaedt's Handbuch of German Literature. Reading: Selections from early German literature, as contained in the Handbuch, in connection with the history of literature. Goethe's Hermann and Dorothea. Schiller's Maria Stuart. Composition: Original compositions. Elocution: Three declamations by each student, with special attention to gesticulation. (*Hattstaedt.*)

Prima (*Senior*). — History of German Literature, from Luther to the middle of the nineteenth century, according to Hattstaedt's Handbuch of German Literature. Reading. Goethe's Egmont; numerous selections from noted poets and prose writers. Composition: Original compositions. Elocution: Three declamations by each student, with special attention to gesticulation. (*Hattstaedt.*)

English.

Sexta (*First Preparatory*). — Reading: Longfellow's Evangeline; Whittier's Snow-bound; Irving's The Sketch Book. Collateral reading. Grammar: The sentence, parts of speech and syntax, according to Hyde's Two-book Course in English, II. Composition: Oral and written reproductions. Elocution: Four declamations by each pupil. Spelling: The Modern Spelling Book. (*Zanow.*)

Quinta (*Second Preparatory.*) — Reading: Hawthorne's The House of the Seven Gables; Poe's Poems and Tales; selections from Lowell's poems; Shakespeare's Julius Caesar. Composition: Woolley's Handbook of Composition, pp. 67—225. Themes. Elocution: Four declamations by each pupil. (*Mueller.*)

Quarta (*Freshman*). — Reading: Webster's Bunker Hill Monument Orations together with Washington's Farewell Address: Simonds's A Student's History of American Literature: Shakespeare's Merchant of Venice; selections from Gray's and Goldsmith's poems. Composition: Woolley's Handbook of Composition (completed). Themes. Elocution: Four declamations by each pupil. (*Mueller.*)

Tertia (*Sophomore*). — Reading: The Sir Roger de Coverley Papers; Schurz's Essay on Abraham Lincoln; The Gettysburg Speech and Other Papers by Abraham Lincoln; Tennyson's The Idylls of the King; Shakespeare's Macbeth, one of Sheridan's plays. Composition and Rhetoric: Thomas, Howe, and O'Hair. Themes. Elocution: Four declamations by each pupil. (*Mueller.*)

Secunda (*Junior*). — Reading: Macaulay's Lord Clive and Warren Hastings; Shakespeare's King Lear and Richard III; another one of Shakespeare's plays; Newcomer's History of English Literature. Composition: Outlines of works studied. Themes. Elocution: Four declamations by each student. (*Mueller.*)

Prima (*Senior*). — Reading: Shakespeare's Hamlet; another one of Shakespeare's plays; Milton's Paradise Lost, Books I, II; Chaucer's Canterbury Tales, The Prologue, The Knight's Tale, etc. Newcomer's History of English Literature. Composition: Outlines of work studied. Themes. Elocution: Four declamations by each student. (*Mueller.*)

History.

Sexta (*First Preparatory*). — Mythology. Biographical sketches from Greek and Roman history. Sketches from German history, from the beginning to the time of Charlemagne. United States History: The entire period, according to Mace's School History of the United States. (*Eichmann.*)

Quinta (*Second Preparatory*). — Sketches from World's History, from the beginning of the Middle Ages to the downfall of Napoleon I, according to Andrae. (*Zanow.*)

Quarta (*Freshman*). — History of the Oriental nations and of the ancient Greeks. (*Hattstaedt.*)

Tertia (*Sophomore*). — Roman history. (*Huth.*)

Secunda (*Junior*). — European history, from the Migration of Nations to the Reformation, according to Myer's Medieval and Modern History. (*Gaenssle.*)

Prima (*Senior*). — European history, from the death of Luther to the nineteenth century. (*Hattstaedt.*)

Mathematics.

Sexta (*First Preparatory*). — Arithmetic: Review of the four fundamental operations, of practical measurements, percentage, ratio and equations, stocks and bonds, insurance. Text-books: Vosburgh and Gentleman, I, II. (*Zanow.*)

Quinta (*Second Preparatory*). — Algebra: Fundamental operations. H. C. F. and L. C. M. fractions. Ratio and proportion. Roots and radicals. Imaginaries. Linear and quadratic equations and systems. Graphical representation. Originals and recreations. Text-book: Hawkes, Luby, and Truton. (*Bergmann.*)

Quarta (*Freshman*). — Plane Geometry: Rectilinear figures. The circle. Proportion. Similar polygons. Area of polygons. Regular polygons. Measurements of the circle. Numerical applications. Symmetry. Historical matter. Emphasis in originals. Recreations. Text-book: Sanders. (*Bergmann.*)

Tertia (*Sophomore*). — Solid Geometry: Lines and planes in space. Polyhedrons, cylinders, and cones. The sphere. Originals. Historical matter. Recreations. Text-book: Durrell. (*Bergmann.*)

Secunda (*Junior*). — Solid Geometry: Lines and planes in space. Polyhedrons, cylinders, and cones. The sphere. Originals. Historical matter. Recreations. Text-book: Wentworth-Smith. (*Bergmann.*)

Prima (*Senior*). — Algebra: Review of fundamental operations. Factoring. Fractions. Linear equations and systems. Determinants. Roots. Radicals. Exponents. Quadratic equations and systems. Progressions. Limits and infinity. Logarithms. — Trigonometry: Functions of acute angles. The right triangle. Goniometry. The oblique triangle. Laws of sines, cosines, and tangents. Miscellaneous examples. Sailing. Text-book: Wentworth. (*Bergmann.*)

Science.

Sexta (*First Preparatory*). — Zoology, according to Hegner's Practical Zoology. Field trips, trips to the Zoological Gardens in Washington Park and to the Milwaukee Public Museum. (*Zanow.*)

Quinta (*Second Preparatory*). — Botany. Structure and work of plants. Reproduction. Pollination and fertilization. The four great groups: Seed-plants, fern-plants, moss-plants, prostrate or lowly plants. Field trips. Text-book: Bergen and Caldwell. (*Eichmann.*)

Quarta (*Freshman*). — General chemistry: Principal gaseous elements and their compounds. Combustion. Atmosphere. Halogens. Acids, bases, and salts. Carbon, sulphur, phosphorus, silicon, and their compounds. Valence. Fundamental laws. Atomic weights. (*Bergmann.*)

Tertia (*Sophomore*). — Physics: Measurement. Molecular force and motions. Mechanics of liquids and gases. Force and motion. Work and energy. Heat. Experiments. Problems. Text-book: Tower, Smith, and Turton. (*Bergmann.*)

Secunda (*Junior*). — Physics: Magnetism. Electricity. Light. Sound. Experiments. Problems. Text-book: Tower, Smith, and Turton. Evolution: Survey of principal hypotheses of the origin of the earth (gaseous, meteoric, planetesimal) and of organic evolution (systems of Lamarck, Darwin, De Vries, and others). Adverse criticism. Examination of fossil specimens and casts in the Milwaukee Public Museum. (*Bergmann.*)

Prima (*Senior*). — Anatomy. Physiology. Hygiene. Text-book: Blaisdell. (*Bergmann.*)

Geography.

Sexta (*First Preparatory*). — North and South America. Stereopticon lectures. Text-book: Tarr and McMurray, II. (*Zanow.*)

Quinta (*Second Preparatory*). — Europe, Asia, Africa, Australia. Stereopticon lectures. Text-book: Tarr and McMurray. (*Zanow.*)

Classification by Residences of Pupils, 1881—1920.

Wisconsin	844	North Dakota	3
Illinois	622	Massachusetts	3
Michigan	137	Arkansas	3
Missouri	107	Texas	2
Minnesota	95	Argentine Republic, S. A.	3
Iowa	93	New Jersey	2
Nebraska	51	Washington	5
New York	27	Connecticut	1
South Dakota	23	Pennsylvania	1
Germany	21	Kentucky	1
Indiana	18	Alabama	1
Kansas	15	New Zealand	2
California	15	Hindustan	1
Canada	12	Nevada	1
Ohio	10	Australia	1
Oregon	9		
Maryland	5	*Total*	2133

Classification by Enrolments of Pupils, 1881—1920.

Collegiate Year	Newcomers	Total Enrolment	Collegiate Year	Newcomers	Total Enrolment
1881—1882	19	19	1901—1902	87	237
1882—1883	27	41	1902—1903	64	232
1883—1884	78	113	1903—1904	83	250
1884—1885	52	149	1904—1905	79	252
1885—1886	59	169	1905—1906	49	236
1886—1887	43	164	1906—1907	60	216
1887—1888	39	132	1907—1908	65	214
1888—1889	46	123	1908—1909	55	212
1889—1890	63	141	1909—1910	32	187
1890—1891	66	182	1910—1911	57	195
1891—1892	58	201	1911—1912	47	202
1892—1893	77	225	1912—1913	84	237
1893—1894	51	227	1913—1914	64	241
1894—1895	49	213	1914—1915	42	202
1895—1896	45	179	1915—1916	49	201
1896—1897	72	207	1916—1917	26	180
1897—1898	65	219	1917—1918	49	182
1898—1899	43	190	1918—1919	35	157
1899—1900	43	185	1919—1920	53	167
1900—1901	56	185			

of the Blackwall stages. But *it is certain that those who will not crack the shell of* HISTORY *will not get at the kernel.* Johnson, with hasty arrogance, pronounced the kernel worthless, because he saw no value in the shell. *The real use* of traveling to distant countries and *of studying the annals of past times is to preserve men from the contraction of mind which those can hardly escape whose whole communion is with one generation and one neighborhood, who arrive at conclusions by means of an induction not sufficiently copious, and who, therefore, constantly confound exceptions with rules, and accidents with essential properties.* In short, the real use of traveling and of studying history is to keep men from being what Tom Dawson was in fiction, and Samuel Johnson in reality."—*Lord Macaulay.*

"Reading maketh a full man, conference a ready man, and writing an exact man; and therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the MATHEMATICS subtle; natural philosophy deep; moral, grave; logic and rhetoric, able to contend. Abeunt in studia mores. [Studies pass into the character, or, Manners are influenced by studies.] Nay, *there is no stond* [hindrance] *or impediment in the wit, but may be wrought out by fit studies,* like as diseases of the body may have appropriate exercises.... Gentle walking is good for the stomach, riding for the head, and the like; *so if a man's wits be wandering, let him study the mathematics, for in demonstrations, if his wit be called away never so little, he must begin again....* So every defect of the mind may have a special receipt."—*Francis Bacon.*

"*Education, that glorious word* which is so much used and so much abused, grasps within its golden rim everything which can develop, strengthen, harmonize, intensify, and render effective all those faculties of our entire nature, intellectual and corporeal, which the Creator has endowed us with; and in the logical application of this truth, it stands forth in assertion of the long-despised and repudiated claims of the body. It *says that since every part of our nature is the sacred gift of God, he who neglects his body, who calumniates his body, who misuses it, who allows it to grow up puny, frail, sickly, misshapen, homely, commits a sin against the Giver of the body.*"—*Moses Coit Tyler.*

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1920/21

CONCORDIA COLLEGE

MILWAUKEE, WIS.

1920—1921

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"So lieb als uns das Evangelium ist, so hart lasst uns ueber den Sprachen halten."

Luther

"It is not uncommon, nowadays, to hear objections to CLASSICAL EDUCATION, usually from those who have never had it, and declamations against DEAD LANGUAGES, usually from those who have never learned them. But the Humanists may unquestionably leave it to the Geologists to fight the battle for antiquity. These have shown us that the older the fossils the more instructive their lessons; indeed, so much importance is attached to ancient animal life that the national government, with great liberality, encourages its study by promoting explorations, museums, and costly publications. Be it so; but let not the nation which does this forget that *the oldest literature is not old or dead, but fresh and living* in comparison with the bones of the cave dwellers, and that though a megatherium is wonderfully instructive, an ancient Epic or a Drama is not unworthy of attention."—*Daniel C. Gilman*

"The ARTS and SCIENCES may sustain no greater injury than when youth is not properly trained up in GRAMMAR."—*Philip Melanchthon.*

"THE ENGLISH LANGUAGE, which has produced and nourished with its milk the greatest of modern poets, the only one who can be compared with the classical poets of antiquity (who does not see that I am speaking of Shakespeare?) may of good right be called *a universal language.*"—*Jacob Grimm.*

"Now unflexible and unyielding, like the spruce tree of his native soil, now soft, like the smooth outlines of the tender birch; now firm and gnarled, like the oak tree in the Teutonic forest primeval, now mild, like the sweet-smelling linden—such is the GERMAN, such, too, is his LANGUAGE; a precious kernel in a rough shell."—*Oscar Weise.*

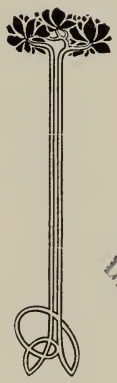
"Assuredly one fact which does not directly affect our own interests, considered in itself, is not better worth knowing than another fact. The fact that there is a snake in a pyramid, or the fact that Hannibal crossed the Alps by the great St. Bernard, are in themselves as unprofitable to us as the fact that there is a green blind in a particular house in Threadneedle Street, or the fact that a Mr. Smith comes into the city every morning on the top of one

CATALOGUE

of

Concordia College

MILWAUKEE, WIS.



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ISSUED AT THE
END OF ITS FORTIETH YEAR, 1920—1921
PUBLISHED BY THE COLLEGE

Calendar for 1921—1922.

First Semester begins	September 7.
Reformation Day	October 31.
Thanksgiving Day	November 24.
Christmas Vacation begins	December 21.
Second Semester begins	February 1.
Washington's Birthday	February 22.
Easter Vacation begins	April 7.
Ascension Day	May 25.
Decoration Day	May 30.
Monday after Whitsunday	June 5.
Second Semester ends	June 16.

An Announcement.

The college desires to announce to its patrons that such prospective students as may be insufficiently trained in the knowledge of German need not be deterred from entering its halls. To meet the wants of such students, parallel classes have been arranged in Latin and German, in which English is used as the medium of instruction.

A Request.

"The harvest is great, but the laborers are few." The request, therefore, is: Send us many boys to fill the institution. At the same time, it should be remembered that those who contemplate a course of study in Concordia must be fairly gifted and energetic. Otherwise they cannot hope to perform their daily tasks without being a burden to themselves and a drag upon others. Any boy of good average intelligence, who makes faithful use of his opportunities, will experience no serious difficulty in maintaining a respectable standing in scholarship.

ALL CORRESPONDENCE

to be addressed to the President, the Rev. M. J. F. Albrecht, Concordia College, Milwaukee, Wis.

Concordia College, Milwaukee, Wis.

Concordia College

Concordia College is an institution of the Church, being conducted and supported by the "Evangelical Lutheran Synod of Missouri, Ohio, and other States," the largest branch of the Lutheran Church in America.

The special object of the education afforded in Concordia College is to prepare Christian young men for a thorough course in theology. The College may, therefore, be considered a preparatory institution for such Lutheran divinity schools as require for admission a thorough acquaintance with Latin and Greek, a good working knowledge of Hebrew, and a mastery of English and German.

At the same time it is the general aim of Concordia College to fit young men to pursue successfully the advanced courses of study offered by the best universities of the country, as well as to instruct and preserve its charges in the true Christian faith as taught in the Evangelical Lutheran Church.

With this end in view, Concordia College was modeled after the "gymnasia" of Germany, where most time and energy are expended on the classics. But in order to give young men committed to the care of the institution a culture somewhat more suited to their wants as American citizens, certain branches of knowledge were added to the curriculum, not commonly included in the Latin schools of Europe.

The course of studies, all of which are obligatory, extends over a period of six years. The classes are designated by Latin names, viz., Prima (first class), Secunda (second class), Tertia (third class), Quarta (fourth class), Quinta (fifth class), Sexta (sixth class). The four lower classes correspond in general to the four classes of the high schools of our country, while the two upper classes offer the course of a junior college.

Grounds.

Concordia College is situated in the western part of Milwaukee, near the city limits. The site is elevated, healthy, and beautiful, and possesses every advantage of country and city life.

The grounds contain about seven and one half acres of land intersected on the north by State Street and on the south by Cedar Street. The first of the smaller parts thus cut off has been converted into a ball field for younger Concordians; the second contains residences occupied by professors of Concordia. The large tract which remains affords a roomy campus divided by the College buildings into three sections. The northwest section has been laid out to be used as ball grounds; the northern and southern sections are parked, furnishing in their close-clipped lawns and their shade trees, desirable places for recreation. At the northeast corner of the tract in question, corner of Thirty-First and State streets, stands the residence of the President of the College.

Buildings.

Concordia College has three main buildings, besides a gymnasium, a kitchen, a hospital, and seven residences.

The Recitation Hall is an imposing structure, which consists of two wings and a central edifice. The width of the building is 126 feet, while the depth of the wings and the central portion is 74 and 86 feet respectively. The building is composed of two stories, faced with St. Louis pressed brick, and a solid foundation, faced with Bedford sandstone. Visitors admire the large surface of plate glass in the front elevation and two massive columns at the main entrance.

This building is used only for purposes of instruction and worship. It contains eight large classrooms, the museum, the professors' library, and the chapel, besides the office and the chemical laboratory. The classrooms are all perfect in their way, being well-lighted, well-ventilated, of simple and substantial elegance. The chapel is an architectural gem. The ceiling and walls are covered with elaborate stuccowork overlaid with gilt. Other features of the chapel are a fine pipe organ and rich cathedral glass windows, the latter of which were donated by the alumni. The professors' library is also a magnificent apartment. All the woodwork of the building consists of red oak with antique stain, and hard maple.

West of the Recitation Hall, there is a large dormitory, which contains living and sleeping apartments. It also contains a spacious dining room, which is connected by a covered passageway with the kitchen—a frame structure of considerable dimensions.

Northeast of the kitchen, there stands what is styled the Old Building, a fine old structure of cream-colored brick with sandstone dressings. This also is a dormitory.

The Gymnasium is a structure 40x80 feet, and well equipped with the necessary apparatus.

The Hospital, though a small building, is perfectly adapted for its purposes. Its cheerful environs make it a pleasant home for the patients of Concordia.

Courses of Instruction.

Religion.

Since the training of young men who look to the ministry as their lifework is the special aim of Concordia College, due emphasis is laid on the religious and spiritual side of the student's education. Luther's catechism, that unrivaled compendium of Christian truth, is carefully expounded and elucidated, especially in the lower classes, until it may be said to be digested and assimilated by the pupils. Biblical history also receives a large share of attention, and is intended to give the student an intelligent apprehension of the history of salvation as foreshadowed in the Old Testament and fulfilled in the New. Both the English and German Bibles are used. In the upper classes, the students having acquired the knowledge of Greek, some portion of the New Testament is studied in detail on the basis of the original text.

Hebrew.

The course in Hebrew extends over two years. Its object is to give the student a thorough grasp of the grammatical principles of the language both in etymology and syntax. Special stress is laid on the acquisition of a tolerably full vocabulary, so that the student is well equipped for exegetical work on entering the theological seminary. During the second year, portions of historical Hebrew narrative are read and expounded.

Latin and Greek.

Concordia College offers a thorough course in Latin and Greek. To the former, seven weekly periods are devoted throughout the entire six years' course, while the study of the latter is begun in Quarta, receiving six weekly periods for four years. Concordia College believes, in spite of assertions and declamations to the contrary, that a knowledge of these ancient languages constitutes one of the indispensable foundations of a broad and general culture. Whether regarded as an instrument to develop mental power and the reasoning faculty, or as a key to unlock many hidden treasures of learning, or as an accomplishment necessary for an intelligent appreciation of the masterpieces in modern literature, Latin and Greek must ever hold a prominent place in higher education.

With this conviction, Concordia College aims first of all to lay a secure and solid foundation in the elements of grammar, not rushing the student into Caesar or Xenophon by any short and easy method, but introducing him to these authors only after he has acquired such knowledge of etymology and syntax as to enable him to read them with a fair degree of ease and confidence. While realizing that grammar, in any language, may be unduly emphasized, Concordia College insists that the grammar put in the boy's hands is not merely to be consulted occasionally as a work of reference,

but a book to be studied and mastered. For this purpose much written and oral composition is required.

As for the reading of classical writers, it is rather intensive than extensive, thoroughness and accuracy not being sacrificed to quantity and bulk. However, the student forms a good acquaintance with the principal writers of classical antiquity. Any one graduating with honors in these branches is well equipped, either to pursue work independently, or to enter into the wider field of philology in the university.

German.

This department is naturally strong, most of the students being of German parentage and entering the institution with a living knowledge of the language. The course seeks to give the student a ready command of the vast resources of the German tongue, to teach him to use it, whether orally or with the pen, with ease and elegance, and to impart to him a knowledge of its history and literature. Much written work in the shape of paraphrases, abstracts, or original compositions is required throughout the entire course. Numerous selections from representative prose writers, a large number of poems and dramas are read and analyzed, and their literary excellence exhibited. Thus the student insensibly acquires a refined literary taste and learns to fashion his own style after the pattern of finished masterpieces. It may be added that every recitation is begun with a declamation by a member of the class. In this way the students are taught the art of correct pronunciation, enunciation, and emphasis. The principles of gesticulation are taught in the two upper classes.

English.

The work in English is similar to that in German. All the students of Concordia College are expected to speak and write both languages with equal readiness and facility. English, therefore, receives a proportionate share of time. The course is designed to furnish the student with the power of correct oral and literary expression, to stimulate a love of reading, and to acquaint him with the vast fields of English literature. To this end, stress is laid on exact grammatical knowledge and correct pronunciation as well as on the rules of composition and rhetoric. But since mere technical knowledge is necessarily inadequate, much reading and writing is required. Not only is the student expected to be fully prepared on all selections read and discussed in the classroom, but supplementary private reading, suited to his grade, is assigned him, and he must satisfy his instructor that he has done this work carefully and conscientiously. As in the German department, numerous essays, compositions, abstracts, and summaries constitute an important part of the English work, with a view to train the student to think methodically and to clothe his thought in adequate language. Representative works of both British and American authors are read and analyzed in the classroom, while an outline of the history of English literature gives the student a general knowledge of the development of English in its various literary forms, at the same time inviting him to more extended reading and study. In the English department also each recitation is begun with a declamation.

French.

For lack of time the course in French is somewhat limited, confining itself to the rudiments of grammar and the pronunciation. Nevertheless, the energetic student may, with the aid thus offered, easily continue independent study and acquire a good reading knowledge of the language.

History.

Cicero describes history as the **testis temporum** and the **magistra vitae.** And such it is. It is the record of man's doings and achievements, summing up the final results of all the forces, physical, intellectual, moral, and religious, of the human race. Nothing, therefore, can be better suited to enlarge the student's horizon, to broaden his outlook on human life and affairs, to widen his sympathies and educate his judgment than an intelligent study of the great drama of human history. Conscious of these facts, Concordia College aims to give its students such a knowledge of history, ancient, medieval, and modern, as every well-informed and cultured person must be expected to possess. The method employed is to place in the hands of the student an approved textbook, the contents of which he is expected to master, while supplementary lectures and collateral reading serve to round off his knowledge.

Geography.

Geography receives such attention as a good general education requires. Two years of instruction are devoted to it. Apart from its value as an independent study it is an indispensable accessory in the teaching of history.

Mathematics.

As an instrument of mental discipline, mathematics occupies a foremost place. It is the object of the course to train the student in close, consecutive reasoning and to cultivate and develop the power of correct logical deduction. The course includes practical arithmetic, algebra, plane and solid geometry, and trigonometry.

Science.

The courses are intended to give a general survey of the field of the natural sciences. Instruction in chemistry aims to furnish the student a good practical knowledge of elementary inorganic chemistry, the subject being taught by means of text books, lectures, and illustrative experiments on the part of the instructor. The course in physics aims to acquaint the student with the laws underlying natural phenomena, to cultivate habits of observation, and to lead to an intelligent appreciation of nature's manifold wonders. The physical department is equipped with a stereopticon and other apparatus necessary for experiments. The biological course embraces

the study of the numerous forms of plant and animal life, culminating with the study of man in his physical aspect, this including anatomy, physiology, and hygiene.

Music.

It is not the purpose of this department to give technical and theoretic instruction in music. This does not fall within the aims of Concordia College. The entire student body is, however, instructed in the principles of correct singing once a week, special attention being given to the rich treasury of choral melodies, justly prized by the Lutheran Church. Students are also encouraged to play an instrument, and an orchestra, under the leadership of a special instructor, is in a flourishing condition. It is understood, however, that the time and attention given to music is not to interfere with the regular, prescribed studies.

Gymnastics and Athletics.

While the aim of Concordia College is primarily to guide and stimulate the mental, moral, and religious growth of the student, the second part of the poet's dictum (mens sana in corpore sano) is not overlooked. The College, therefore, has made provision for regular gymnastic training under the direction of a competent instructor. Four hours of each week are set apart for this purpose, and participation in all the exercises is obligatory.

In spring and early autumn, the college campus offers good facilities for outdoor sports, baseball naturally being the college game. But though in hearty sympathy with athletics, Concordia College discountenances all excessive tendencies in this direction. As a matter of fact, the importance attached to athletics in many institutions of our country is manifestly incongruous with the proper aims of any college. Athletics can never justly be regarded as other than a means of healthy exercise and recreation, and are, therefore, to be kept within reasonable bounds. It might be added that football, for reasons obvious to any judicious observer, is forbidden. Basket ball, on the other hand, forms one of the chief indoor sports during the winter season.

Educational Adjuncts.

The principal educational adjuncts are the museum and the library.

The museum is made up of a mineral cabinet, containing many rare and unique specimens, a valuable collection of mounted bird skins, a well selected cabinet of physical apparatus, a large collection of shells, an entomological cabinet, a collection of American antiquities, and several smaller collections of objects of general interest, besides a full series of maps, charts, and models to illustrate crystalline forms, etc.

There are two libraries, one for the exclusive use of the teachers, the other for the students. The former includes the leading works in history, philology, natural science, etc. The latter is al-

most evenly composed of standard English and German works, which cover all departments of literature. Books are issued once a week; but the students are not at liberty to draw those books for which they have a momentary fancy, the reading of the pupils being superintended and guided by the librarian, a member of the faculty.

It may be here noted that the city also possesses an excellent library and an art gallery, both of which institutions, together with the well-stocked museum and the zoological garden, are valuable auxiliaries in the matter of education.

Literary Societies.

Besides the regular courses of instruction, an important educational factor are the literary societies of the various classes. The work required in the preparation of speeches, essays, debates, and the like involves reading and study of a more general and diversified character than the regular routine of classroom work calls for, and hence affords the student abundant opportunity of increasing his stock of knowledge in various directions. At the same time, the practice of debating develops the faculty of ready speech and imparts selfconfidence in appearing before an audience. Membership in these societies is optional, but most of the students join at their own initiative.

Expenses.

Pupils studying for the ministry are exempt from charges for tuition. Pupils qualifying for a vocation other than the ministry pay a tuition fee of forty dollars per annum. The same fee is paid by all those pupils of the former class, who, for some reason or other, leave the College, except in cases of relegation, protracted illness, or consilium abeundi (advice to give up study).

Entrance, lodging, and graduation are free to all pupils.

The cost of board is $100.00 per annum, payable in quarterly installments. This includes all charges for light, fuel, medical treatment, physical training, and use of library.

The college furnishes, free of charge, each student a sanitary bedstead with coil spring, bed sheets, pillow slips (size 14x28 in.), and a spread. The student is expected to supply himself with a mattress, blankets, and a pillow.

All laundering is done at the expense of the institution, with the exception of starched shirts, collars, and cuffs.

The yearly expenses for textbooks range from about ten to fourteen dollars.

Expenses for stationery, membership in literary or athletic organizations, and the like, are comparatively light.

Terms.

The college year is divided into two terms.

The first term extends from the first Wednesday in September to the thirty-first day of January.

The second term begins on the first day of February and continues until the last Friday of June.

The college year embraces a period of forty weeks of instruction, barring the short Christmas and Easter vacations and a few single holidays.

Reports and Diplomas.

At the close of each year, the standing of each student is determined in the various branches and a report sent to the parents or guardians. The report contains a detailed statement of the student's proficiency (or deficiency, as the case may be) in the several studies, his regularity in attendance, and his general deportment. The graduating class is awarded diplomas, which are of three grades, the highest distinction attainable being "summo cum honore."

Discipline.

Every student is required to lead a Christian life and conform to the College regulations.

The discipline is exercised in a Christian spirit. Every student is treated with love and patience, and severity is resorted to only when demanded by a proper regard for the spiritual welfare of the student in question as well as by the demoralizing influence he may exert on the School. But even in extreme cases, when it becomes necessary to sever the student's connection with the College, nothing is left undone to make him realize his wrong.

Services are held every morning and evening in the College chapel. They are conducted by the President and attended by all students living at the College. There are no divine services at College on Sundays, as there is a great number of Lutheran churches in Milwaukee, at which the students may worship.

Conditions of Admission.

Students are admitted, as a rule, only at the beginning of the College year. All applications for admission must be accompanied by testimonials of good moral character. **Candidates for admission must have a fair knowledge of English, German, Arithmetic, Geography, and United States History; in other words, they must have the knowledge of a graduate of the eighth grade.** Students may enter an advanced class, provided they pass a satisfactory examination or show up certificates issued by recognized schools.

Tabular Statements.

Control of the Institution.

1. The President of Synod, the *Rev. F. Pfotenhauer, D. D.*
2. Board of Trustees: The *Rev. Ed. Albrecht,* President of the Southern Wisconsin District; the *Rev. B. Sievers; Mr. Wm. A. Starke; Mr. Chas. Tegge; Mr. Adolf Wangerin.*
3. Board of Electors: The President of Synod, the Board of Trustees, and the *Revs. K. Schmidt, C. F. Dietz, H. Grueber, F. A. Hertwig, L. Nuechterlein.*

The Faculty.

1. The *Rev. M. J. F. Albrecht,* President of College; Instructor in the Principles of Christianity. 2. *Carl F. W. Huth,* Professor of Classics. 3. *George W. Mueller,* Professor of English. 4. *Otto F. Hattstaedt,* Professor of German. 5. *Carl Ross,* Professor of Hebrew and Classics. 6. *Carl Gaenssle, Ph. D.,* Professor of Hebrew and Classics. 7. *Arthur Bergmann,* Professor of Mathematics and Natural Sciences. 8. *Alfred Eichmann,* Assistant Professor. 9. *Paul Zanow,* Assistant Professor. 10. *Andrew Mueller,* Instructor in Gymnastics.

Enrolled Students, 1920—1921.

Sophomore Collegiate (Prima): 18.

K. Abel	Illinois	H. Kleinhans	Wisconsin
H. Baxmann	Wisconsin	G. Kreft	Illinois
P. Brauer	Illinois	A. Kreiss	France
J. Brehm	Iowa	B. Laetsch	Missouri
Chr. Clausing	Illinois	R. Lange	Illinois
P. Eckert	France	L. Menking	Wisconsin
G. Hass	Wisconsin	E. Rahm *	Illinois
O. Herrmann	Canada	P. Schedler	Wisconsin
R. Jeschke	Illinois	W. Schink	Wisconsin

Freshman Collegiate (Secunda): 19.

C. Adler	Wisconsin	W. Nuechterlein	Michigan
Leo Brenner	Canada	A. Oesch	Wisconsin
K. Diez	Wisconsin	O. Rauschelbach	Michigan
O. Digert	Wisconsin	E. Schaller	Wisconsin
E. Dummer	Wisconsin	W. Schmidtke	Illinois
H. Gienapp	South Dakota	E. Schroeder	Wisconsin
D. Gimbel	Illinois	F. Senger	Wisconsin
W. Herrmann	Canada	M. Simon	Wisconsin
E. Kuehnert	Illinois	A. Wolter	Nebraska
O. Luetkens	Michigan		

Senior High (Tertia): 26.

W. Ackermann ..... Illinois
W. Baumgaertner ..... Illinois
A. Beawer ..... Wisconsin
K. Bergen ..... Wisconsin
H. Borchers ..... Illinois
H. Daenzer ..... Michigan
H. Daib ..... Wisconsin
B. Dallmann ..... Wisconsin
E. Fritz ..... Illinois
E. Giese ..... Wisconsin
E. Hinrichs ..... Iowa
E. Jenne ..... Illinois
F. Karsten ..... Wis.
K. Krenzke ..... Wisconsin
K. Kretzschmar ..... Missouri
E. Kuechle ..... Wisconsin
Eug. Kuechle ..... Wisconsin
Th. Laesch ..... Illinois
P. Natzke ..... Wisconsin
Th. Nickel ..... Illinois
H. Pfotenhauer ..... Illinois
H. Rische ..... Wisconsin
J. Schedler ..... Wisconsin
M. Schneider ..... Wisconsin
K. Steging ..... Illinois
P. Streufert ..... Illinois

Junior High (Quarta): 27.

A. Bahl * ..... Iowa
F. Blomenkamp ..... Nebraska
E. Burgdorf ..... Illinois
W. Discher ..... Iowa
A. Elbert * ..... Wisconsin
M. Frick ..... Illinois
G. Graack ..... Wisconsin
B. Hintz ..... Illinois
H. Hoessel ..... Wisconsin
H. Juds ..... Wisconsin
Th. Krenzke ..... Wisconsin
R. Kretzschmar ..... Missouri
Cl. Krueger ..... Wisconsin
H. Laetsch ..... Missouri
W. Meyer ..... Iowa
A. Mock ..... France
Th. Mueller ..... Wisconsin
E. Pflug ..... Illinois
L. Rausch ..... Ohio
M. Roehrs * ..... Illinois
P. Schaefer ..... Nebraska
Th. Schroeder ..... Illinois
H. Stahmer ..... Iowa
V. Stahmer ..... Iowa
K. Steffen ..... Wisconsin
A. Streufert ..... Illinois
W. Voss ..... Michigan

Sophomore High (Quinta): 42.

H. Behrens ..... Illinois
F. Bendewald ..... Illinois
P. Berger ..... Wisconsin
E. Collins ..... Wisconsin
M. Dicke ..... Wisconsin
W. Dicke ..... Wisconsin
E. Eberhardt * ..... Wisconsin
E. Freiburger ..... Illinois
L. Garbisch ..... Wisconsin
J. Geistlinger ..... Illinois
Cl. Goetsch ..... Wisconsin
J. Hennig ..... Canada
G. Kaniess ..... Wisconsin
C. Karrer ..... Wisconsin
F. Kauth ..... Wisconsin
G. Kirchen ..... Wisconsin
K. Ladewig ..... Wisconsin
A. Laesch ..... Illinois
N. Leifer ..... Wisconsin
Th. Mahnke ..... Wisconsin
O. Marten ..... Wisconsin
P. Metzger ..... Michigan
A. Meyer ..... Wisconsin
Cl. Meyer ..... Wisconsin
R. Meyer ..... Illinois
P. Mueller ..... Illinois
A. Oesch ..... Wisconsin
Cl. Pickelmann ..... Michigan
A. Piepkorn ..... Wisconsin
H. Poellot ..... Illinois
N. Roecker ..... Illinois
O. Schedler ..... Wisconsin
H. Schmidtke ..... Illinois
F. Starck * ..... Illinois
A. Stuhr ..... Wisconsin
Ch. Teske ..... Wisconsin
W. Theiss ..... Illinois
A. Thies † ..... Illinois
K. Weckwerth ..... Wisconsin
F. Wiese ..... Wisconsin
A. Wilkening ..... Michigan
W. Zersen ..... Illinois

The following members of this class received their instruction in Latin by means of the English language: P. Berger, E. Collins, Cl. Karrer, N. Leifer, G. Kirchen, A. Piepkorn, Ch. Teske, F. Wiese.

Freshman High (Sexta): 59.

W. Bachert ..... Illinois
K. Benning ..... Illinois
A. Berg ..... Wisconsin
E. Beversdorf ..... Wisconsin
Ed. Bickel ..... Michigan
Em. Bickel ..... Michigan
N. Borchardt ..... Wisconsin
Th. Brust ..... Illinois
A. Bubeck ..... Wisconsin
W. Burmeister ..... Wisconsin
W. Chellew ..... Wisconsin
G. Diehl ..... Wisconsin
Th. Erck ..... Nebraska
G. Gehrs ..... Illinois
W. Geiger * ..... Wisconsin
F. Gilbert ..... Wisconsin
K. Gutekunst ..... Wisconsin
K. Gutzmer ..... Indiana
W. Haendschke ..... Wisconsin
B. Hahn ..... Illinois
W. Hillemann ..... Montana
M. Hoffmann ..... Wisconsin
H. Hoffmeyer ..... Illinois
J. Immel ..... Wisconsin
M. Karrer ..... Wisconsin
K. Kemnitz ..... Illinois
L. Kennerly * ..... Wisconsin
A. Knebel ..... Canada
H. Kraeft ..... Ill.
A. Kuehnert ..... Illinois
Th. Kunz ..... Wisconsin
R. Langbecker ..... Wisconsin
L. Loschky ..... Wisconsin
G. Luecke ..... Wisconsin
K. Mennicke ..... Illinois
J. Meyer ..... Wisconsin
H. Moritz ..... Illinois
J. Mueller ..... Wisconsin
E. Nickel ..... Kansas
M. Nickel ..... Kansas
A. Pautz ..... Wisconsin
E. Pflug ..... Illinois
H. Rosenberg ..... Wisconsin
G. Schaefer ..... Nebraska
H. Schultz ..... Wisconsin
Cl. Schuknecht ..... Michigan
W. Siefert ..... Illinois
Sh. Splitgerber ..... Indiana
M. Steege ..... Wisconsin
F. Tegge ..... Wisconsin
W. Teyler ..... Illinois
R. Tiedt ..... Illinois
W. Thayer ..... Illinois
E. Treu ..... Wisconsin
H. Wendland ..... Wisconsin
G. Windisch ..... Wisconsin
W. Wulff ..... Illinois
E. Zapf ..... Illinois
W. Zersen ..... Illinois

The following members of this class received their instruction in Latin by means of the English language: W. Chellew, K. Gutzmer, W. Hillemann, J. Immel, M. Karrer, Th. Kunz, L. Loschky, W. Siefert, Sh. Splitgerber, M. Steege, H. Wendland, W. Wulff. — A. Bubeck, W. Chellew, L. Loschky, J. Immel, L. Kennerly, M. Karrer, Sh. Splitgerber, W. Wulff, were in the beginners' class in German.

* Left during the school-year. — † Died February 17, 1921.

Total number of students: 191.

Studies Pursued 1920—1921.

JUNIOR COLLEGE COURSE.

Religion.

Sophomores (*Prima*). — The Acts, chapters 1—20, read in Greek and elucidated. Review of the entire synodical Catechism. (*Albrecht.*)

Freshmen (*Secunda*). — Exposition of the synodical Catechism on the basis of the English text, Qu. 102—268, and the doctrine of the Sacraments, Qu. 269—299, and 320—351. (*Albrecht.*)

Latin.

Sophomores (*Prima*). — Reading: Horace, De Arte Poetica, selections from the Satires and Odes. Cicero, selections from the philosophical treatises. Tacitus, Germania. — Composition according to Ostermann's Uebungsbuch for Prima. (*Gaenssle.*)

Freshmen (*Secunda*). — Reading: Sallust's Bellum Catilinae. Cicero's first oration against Catiline and oration on Pompey's commission. Selections from Ovid's Metamorphoses and from Virgil's Aeneid. — Grammar: Syntax finished. Composition according to Ostermann's Uebungsbuch IV. Memorizing of Latin phrases. (*Ross.*)

Greek.

Sophomores (*Prima*). — Reading: Xenophon's Hellenica, Book III. Plato, Apology and Crito. Sophocles, Antigone. New Testament, Epistles of St. John. — Grammar and Composition: Repetition of the cases and tenses. The moods, infinitive and participle, according to Kaegi's Grammar and Uebungsbuch. Written exercises. (*Huth.*)

Freshmen (*Secunda*). — Reading: Xenophon's Anabasis, Book IV. Xenophon's Hellenica, Books I, II. Homer's Odyssey, Books VI, VII, VIII. — Grammar and composition: Repetition of Formenlehre. Syntax of the cases, pronouns, tenses, according to Kaegi's Grammar and Uebungsbuch. Written exercises. (*Huth.*)

Hebrew.

Sophomores (*Prima*). — The irregular verb according to Baltzer's Grammar. Memorizing of verbs, translation of exercises and selections from the Old Testament, given in Baltzer. Written tests. (*Ross.*)

Freshmen (*Secunda*). — The principles of Hebrew according to Davidson's Hebrew Grammar. Numerous written exercises and tests. (*Gaenssle.*)

German.

Sophomores (*Prima*). — History of German Literature from Luther to the nineteenth century, according to Hattstaedt's Handbuch der deutschen Nationalliteratur. Reading: Goethe's Goetz von Berlichingen. Numerous selections from noted poets and prose writers. Composition: Original compositions. Elocution: Three declamations by each student, with special attention to gesticulation. (*Hattstaedt.*)

Freshmen (*Secunda*). — History of German Literature from the earliest times to the days of Luther, according to Hattstaedt's Handbuch der deutschen Nationalliteratur. Reading: Selections from early German

literature, as contained in the Handbuch, in connection with the history of literature. Reading: Scheffel's Der Trompeter von Saeckingen. Schiller's Braut von Messina. Composition: Original compositions. Elocution: Three declamations by each student, with special attention to gesticulation. (*Hattstaedt.*)

English.

Sophomores (*Prima*). — Reading: Representative poems of Robert Burns with Carlyle's Essay on Burns. Milton's L'Allegro, Il Penseroso, Comus, and Lycidas. Shakespeare's Hamlet. Selections from Chaucer, according to Greenlaw. — History of English Literature according to Newcomer. — Themes. — Elocution: Three declamations by each student. (*Mueller.*)

Freshmen (*Secunda*). — Reading: Macaulay's Essays on Milton and Addison. Shakespeare's Richard III and Romeo and Juliet. — History of English Literature, according to Newcomer. — Themes. — Elocution: Three declamations by each student. (*Mueller.*)

History.

Sophomores (*Prima*). — European history, from the death of Luther to the nineteenth century. (*Hattstaedt.*)

Freshmen (*Secunda*). — European history from the Teutonic invasions to the Reformation. Text-book: Myers's Medieval and Modern History. (*Gaenssle.*)

Mathematics.

Sophomores (*Prima*). — Plane Trigonometry. Logarithms and Tables. Functions. Solution of right and oblique triangles. Sine, cosine, and tangent laws. Areas. Plane sailing. Parallel and middle latitude sailing. Traverse sailing. Astronomical problems. Text-book: Wentworth-Smith. (*Bergmann.*)

Freshmen (*Secunda*). — Algebra. Fundamental operations, factoring, fractions, equations, systems, roots and radicals, exponents (in part review). Irrational equations. Progressions. Limits and infinity. Ratio, proportion, and variation. Imaginaries. Binomial theorem. Logarithms. Text-book: Hawkes, Luby, Truton. (*Bergmann.*)

Sciences.

Sophomores (*Prima*). — Anatomy, Physiology, and Hygiene: The blood and its circulation. The lymph and its movement. Respiration. Foods. Digestion, absorption, storage, assimilation. Glands. Excretion. The skeleton. The muscular system. The skin. The nervous system. Sensation. The eye. The voice. Text-book: Walters. (*Bergmann.*)

Freshmen (*Secunda*). — Physics. Magnetism. Electricity. Sound. Light. Text-book: Black and Davis. (*Bergmann.*)

HIGH SCHOOL COURSE.

Religion.

Seniors (*Tertia*). — Biblical History: New Testament. Christ's birth and childhood, His appearance in Judea, His prophetic work in Galilee, His journeys through Samaria and Perea to Jerusalem, His Passion and resur-

rection. The first Christian Church. Paul's missionary journeys. — Luther's Small Catechism reviewed. — Hymns of earlier years reviewed, two new hymns committed to memory. Written work. (*Albrecht.*)

Juniors (*Quarta*). — Biblical History: New Testament. Work same as in Senior class. — Luther's Small Catechism reviewed. Two English hymns committed to memory. Written work. (*Albrecht.*)

Sophomores (*Quinta*). — Exposition of the synodical Catechism on the basis of the English text, Qu. 102—299. Proof-texts committed to memory, also three English and two German hymns. — Luther's Small Catechism reviewed in both German and English. (*Albrecht.*)

Freshmen (*Sexta*). — Exposition of the synodical Catechism on the basis of the English text, Qu. 1—207. All proof-texts committed to memory. The Six Chief Parts of Luther's Small Catechism memorized in English and reviewed in German. Six English and two German hymns committed to memory. (*Albrecht.*)

Latin.

Seniors (*Tertia*). — Reading: Caesar's Gallic War, Books I—VII. Selections from Ovid's Metamorphoses. Grammar and composition: Infinitive, participle, gerund, gerundive, tenses, clauses, according to Stegmann's Grammar and Ostermann's Uebungsbuch IV. — Weekly written exercises. Tests. (*Ross.*)

Juniors (*Quarta*). — Reading: The Lives of Cornelius Nepos. — Grammar and Composition: The cases, according to Stegmann's Grammar and Ostermann's Uebungsbuch III. Written exercises. Tests. (*Eichmann.*)

Sophomores (*Quinta*). — *German-Latin section:* Irregular forms. Oral translation of exercises in Ostermann, Book II. Weekly written exercises. Tests. (*Ross.*) — *English-Latin section:* The same course, according to Bennett's Grammar and Busch-Fries's text-book for Quinta. (*Zanow.*)

Freshmen (*Sexta*). — *German-Latin section:* The declensions and regular conjugations, according to Ostermann's Uebungsbuch for Sexta. Written exercises. (*Gaenssle.*) — *English-Latin section:* The same course, according to Bennett's Grammar and Ostermann's text-book for Sexta. (*Zanow.*)

Greek.

Seniors (*Tertia*). — Reading: Xenophon's Anabasis, Books I and IV. — Grammar and composition: The secondary tenses, the second conjugation, the anomalous verbs, according to Kaegi's Grammar and Uebungsbuch. Written exercises. (*Huth.*)

Juniors (*Quarta*). — A study of Greek forms to the verba liquida, according to Kaegi's Grammar and Uebungsbuch. Written exercises. (*Gaenssle.*)

German.

Seniors (*Tertia*). — Reading: Schiller's Die Jungfrau von Orleans, Kleist's Prinz Friedrich von Hamburg, Schiller's Lied von der Glocke, and numerous poems by other authors read and analyzed. — Grammar: Grammar reviewed in connection with the written work done by the students. Rhetoric: Figures of speech. Composition: Original compositions. Written exercises in the classroom. Elocution: Four declamations by each student. (*Hattstaedt.*)

Juniors (*Quarta*). — Reading: Selected portions of Hattstaedt's Handbuch der deutschen Nationalliteratur read and analyzed, including a large number of poems. — Grammar: Syntax, according to Crull's Grammar. Composition: Original compositions, weekly written exercises. Elocution: Four declamations by each student. (*Hattstaedt.*)

Sophomores (*Quinta*). — Reading: New German Readers, III. Analysis of poems. Grammar: Course of Sexta reviewed and extended; Formenlehre, parts of speech, and the simple sentence, according to Crull's Grammar. Composition: Original compositions, written exercises in spelling and punctuation, oral and written reproductions. Elocution: Four declamations by each student. (*Eichmann.*)

Freshmen (*Sexta*). — Reading: New German Readers, III. Analysis of poems. Grammar: Formenlehre according to Crull's Grammar. Composition: Original compositions, weekly written exercises, and oral reproductions. Elocution: Four declamations by each student. (*Hattstaedt.*) — *English-German section:* Course for beginners in German with daily written exercises. Text-book: Spanhoofd, Lehrbuch der deutschen Sprache. Reading: New German Readers, III. (*Eichmann.*)

English.

Seniors (*Tertia*). — Reading: The Sir Roger de Coverley Papers, Tennyson's The Idylls of the King, Schurz's Abraham Lincoln and Lincoln's Gettysburg Speech and Other Papers, Shakespeare's Macbeth. — Composition and Rhetoric, according to Genung and Hanson. — Elocution: Four declamations by each student. (*Mueller.*)

Juniors (*Quarta*). — Reading: Goldsmith's and Gray's Poems, Webster's Bunker Hill Oration together with Other Addresses, Shakespeare's As You Like It. — History of American Literature according to Simonds. — Composition and Rhetoric according to Thomas, Howe, and O'Hair. — Elocution: Four declamations by each student. (*Mueller.*)

Sophomores (*Quinta*). — Reading: Franklin's Autobiography, Lowell's Vision of Sir Launfal and Other Poems, Poe's Poems and Tales, Shakespeare's Julius Caesar. — Themes. — Spelling completed. — Elocution: Four declamations by each student. (*Mueller.*)

Freshmen (*Sexta*). — Reading: Irving's The Sketch-Book, Scott's The Lady of the Lake, Shakespeare's The Merchant of Venice. Collateral Reading. — Grammar: The sentence, parts of speech, and syntax. Composition: Oral and written reproductions; Woolley's Handbook of Composition, pp. 77—194. Spelling: The Modern Spelling Book. Elocution: Four declamations by each student. (*Zanow.*)

History.

Seniors (*Tertia*). — Roman history. (*Huth.*)

Juniors (*Quarta*). — History of the Oriental nations and of the ancient Greeks. (*Hattstaedt.*)

Sophomores (*Quinta*). — Sketches from World's History, from the beginning of the Middle Ages to the Reformation inclusive. Text-book: Myers, General History. (*Zanow.*)

Freshmen (*Sexta*). — First semester: United States History. The entire period. Text-book: Thwaites and Kendall. — Second semester: Mythology. Biographical sketches from Greek and Roman history. Ancient history, according to West's Ancient World. (*Eichmann.*)

Mathematics.

Seniors (*Tertia*). — Solid Geometry: Review of plane geometry. Lines and planes in space. Polyhedrons. Cylinders. Cones. The sphere. Conic sections. Originals. Recreations. Text-book: Wentworth-Smith. (*Bergmann.*)

Juniors (*Quarta*). — Plane Geometry: Rectilinear figures. The circle. Theory of proportion. Similar polygons. Area. Symmetry. Maxima and minima. Originals. Recreations. Text-book: Wentworth-Smith. (*Bergmann.*)

Sophomores (*Quinta*). — Algebra: Fundamental operations. Special products. Factoring. Fractions. Linear and quadratic equations. Systems. Radicals. Originals. Recreations. Text-book: Hawkes, Luby, and Truton. (*Bergmann.*)

Freshmen (*Sexta*). — Arithmetic: Review of the four fundamental operations, of practical measurements, percentage, ratio and equations. Text-book: White's Arithmetic. — Algebra: Fundamental operations. Text-book: Hawkes, Luby and Truton. (*Zanow.*)

Sciences.

Seniors (*Tertia*). — Physics: Machines. Mechanics of liquids and gases. Non-parallel forces. Elasticity and strength of materials. Accelerated motion. Force and acceleration. Energy and momentum. Heat. Text-book: Black and Davis. (*Bergmann.*)

Juniors (*Quarta*). — General Science: Matter. Physical and chemical changes. Elements and compounds. Chemical symbols, formulae, and laws. Common minerals. Rocks. General features of the earth. The earth as a planet. The solar system. The stars. Text-book: Price. (*Bergmann.*)

Sophomores (*Quinta*). — Botany: Structure, work, reproduction of plants. Pollination and fertilization, seeds and seedlings. Thallophytes, bryophytes, pteridophytes, spermatophytes. Leading families of flowering plants. Monocotyledons, dicotyledons. Ecology of plants. Stereopticon lectures. Text-book: Bergen and Caldwell. (*Eichmann.*)

Freshmen (*Sexta*). — Zoology, according to Hegner's Practical Zoology. (*Zanow.*)

Geography.

Sophomores (*Quinta*). — Europe, Asia, Africa, Australia. Text-book: Tarr and McMurry, II. Stereopticon lectures. (*Zanow.*)

Freshmen (*Sexta*). — North and South America. Text-book: Tarr and McMurry, II. Stereopticon lectures. (*Zanow.*)

Classification by Residences of Pupils, 1881—1921.

Wisconsin	880	North Dakota	3
Illinois	644	Massachusetts	3
Michigan	140	Arkansas	3
Missouri	107	France	3
Minnesota	95	Argentine Republic, S. A.	3
Iowa	93	Texas	2
Nebraska	53	New Jersey	2
New York	27	New Zealand	2
South Dakota	23	Connecticut	1
Germany	21	Pennsylvania	1
Indiana	20	Kentucky	1
Kansas	17	Alabama	1
California	15	Hindustan	1
Canada	14	Nevada	1
Ohio	10	Australia	1
Oregon	9	Montana	1
Maryland	5		
Washington	5	*Total*	2206

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Classification by Enrolments of Pupils, 1881—1921.

Collegiate Year	New-comers	Total Enrolment	Collegiate Year	New-comers	Total Enrolment
1881—1882	19	19	1901—1902	87	237
1882—1883	27	41	1902—1903	64	232
1883—1884	78	113	1903—1904	83	250
1884—1885	52	149	1904—1905	79	252
1885—1886	59	169	1905—1906	49	236
1886—1887	43	164	1906—1907	60	216
1887—1888	39	132	1907—1908	65	214
1888—1889	46	123	1908—1909	55	212
1889—1890	63	141	1909—1910	32	187
1890—1891	66	182	1910—1911	57	195
1891—1892	58	201	1911—1912	47	202
1892—1893	77	225	1912—1913	84	237
1893—1894	51	227	1913—1914	64	241
1894—1895	49	213	1914—1915	42	202
1895—1896	45	179	1915—1916	49	201
1896—1897	72	207	1916—1917	26	180
1897—1898	65	219	1917—1918	49	182
1898—1899	43	190	1918—1919	35	157
1899—1900	43	185	1919—1920	53	167
1900—1901	56	185	1920—1921	73	191

of the Blackwall stages. But *it is certain that those who will not crack the shell of* HISTORY *will not get at the kernel.* Johnson, with hasty arrogance, pronounced the kernel worthless, because he saw no value in the shell. *The real use* of traveling to distant countries and *of studying the annals of past times is to preserve men from the contraction of mind which those can hardly escape whose whole communion is with one generation and one neighborhood, who arrive at conclusions by means of an induction not sufficiently copious, and who, therefore, constantly confound exceptions with rules, and accidents with essential properties.* In short, the real use of traveling and of studying history is to keep men from being what Tom Dawson was in fiction, and Samuel Johnson in reality."—*Lord Macaulay.*

"Reading maketh a full man, conference a ready man, and writing an exact man; and therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the MATHEMATICS subtle; natural philosophy deep; moral, grave; logic and rhetoric, able to contend. Abeunt in studia mores. [Studies pass into the character, or, Manners are influenced by studies.] Nay, *there is no stond* [hindrance] *or impediment in the wit, but may be wrought out by fit studies,* like as diseases of the body may have appropriate exercises.... Gentle walking is good for the stomach, riding for the head, and the like; *so if a man's wits be wandering, let him study the mathematics, for in demonstrations, if his wit be called away never so little, he must begin again....* So every defect of the mind may have a special receipt."—*Francis Bacon.*

"*Education, that glorious word* which is so much used and so much abused, grasps within its golden rim everything which can develop, strengthen, harmonize, intensify, and render effective all those faculties of our entire nature, intellectual and corporeal, which the Creator has endowed us with; and in the logical application of this truth, it stands forth in assertion of the long-despised and repudiated claims of the body. It *says that since every part of our nature is the sacred gift of God, he who neglects his body, who calumniates his body, who misuses it, who allows it to grow up puny, frail, sickly, misshapen, homely, commits a sin against the Giver of the body.*"—*Moses Coit Tyler.*